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ABSTRACT

This training package provides materials to build communication skills in vocational students in order to help them adapt to a changing work world in which traditional and nontraditional workers interact. Intended for use in a group setting, the four units of the package offer vocational students the opportunity to practice, through hands-on experiences, new and different communication patterns in a "safe" environment. (While overtly concerned with sex equity, the materials are adaptable to other equity groups, since communication skills are a universal concern.) Unit 1 is designed to assess the communication patterns of traditional and nontraditional students alike, as well as show how irrational ideas influence messages. Unit 2 focuses on skill training in verbal communication, while the third unit builds on unit 2 with skill training in nonverbal communication. The last unit addresses sexual harassment and the consequences of defensive messages in efforts to prevent or cope with this problem. Each unit contains objectives, a daily outline, and learning activities. Materials are designed to provide 8 hours of instruction. The package also includes the following resources: 18 handouts, tape scripts (tape cassette available), 47 transparency masters, and 1 set of role-playing cards. (KC)

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RESEARCH AND DEVELOPMENT SERIES NO. RD215A

COMMUNICATION SKILLS
SEX EQUITY TRAINING PACKAGE
UNLOCKING NONTRADITIONAL CAREERS

by

Judith A. Sechler

1981

The purpose of this training package is to build communication skills in vocational students to help them adapt to a changing work world in which traditional and nontraditional workers interact.

Audience: Secondary or postsecondary vocational students of both sexes, preferably a group size of no more than 20-25.

Facilitator(s): Guidance counselor(s), preferably a woman and a man.

Content: The four units of this training package are intended to provide vocational students the opportunity to practice, through hands-on experiences, new and different communication patterns in a "safe" environment. While overtly concerned with sex equity, the materials are adaptable to other equity groups, since communication skills are a universal concern.

Unit I is designed to assess the communication patterns of traditional and nontraditional students alike, as well as show how irrational ideas influence messages. Unit II focuses on skill training in verbal communication. Unit III builds on Unit II with skill training in nonverbal communication. Unit IV addresses sexual harassment and the consequences of defensive messages in efforts to prevent or cope with this problem.

Time: The 4-week duration of the four units provides 8 hours (four 2-hour sessions or eight 1-hour sessions) of instruction. If eight sessions are used, it is suggested that there be two sessions per week.

Resources:

1 tape cassette
18 handouts
2 tape scripts
47 transparency masters (4 sets)
1 set role play cards

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Background: This particular training package is one of four in a series developed to assist state sex equity coordinators. The need of vocational students to interact well together on the job, whether they pursue occupational training traditional or nontraditional to their sex, prompts these materials. The learning activities are designed to build communication skills so that empathy for the special circumstances of nontraditional workers can grow. While giving special consideration to those seeking careers nontraditional to their sex, this training package can benefit traditionals as well. Why? Because communication skills determine, to a great extent, work world productivity and an individual's success and happiness on the job.

Special Instructions: The sequence of units is intentional, but facilitators should feel free within each unit to delete, add, or exchange activities, depending upon participant needs and preferences. Before using each unit, become familiar with the materials and workshop objectives; do background reading as needed. Where taped interviews appear in Unit II, recognize that live interviews and panels with comparable persons can be substituted if available. Facilitators may make content choices based on the fact that some materials relate to classroom situations especially for younger students, as well as job situations. As participants work in large and small groups, encourage interaction between traditional and nontraditional students. Where possible, encourage participants to determine the choice and pacing of activities. Foster an informal, open atmosphere for participants to develop spontaneity and rapport with each other.

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UNIT I

WATCH THOSE "TELL-TALE" SIGNS AND SYMPTOMS: SELF-ASSESSMENT OF COMMUNICATION PATTERNS AND RECOGNITION OF OPTIONS

Objectives:

To become familiar with four types of communication patterns (assertive, aggressive, passive, and indirect) and their consequences in order to better understand one's options on the job or in the classroom.

To become familiar with implications of irrational ideas for communication in order to understand the importance of rational ideas to one's effective messages on the job or in the classroom.

To take a communication self-assessment in order to identify one's communication pattern used with traditionals and nontraditionals and make a meaningful contract for the training program.

Outline

Day 1		
Activity 1	Introductory Remarks (5 min.)	HO I-1
Activity 2	Self-Assessment of Communication Patterns (10 min.)	HO I-2
Activity 3	Introduction to Communication Patterns (15 min.)	TR I (1-6) overhead projector screen
Activity 4	Role Play of Communication Patterns (15 min.)	
Activity 5	Scoring and Discussion of Self-Assessment (10 min.)	HO I-2
Activity 6	Diary Assignments (5 min.)	HO I-3
Day 2		
Activity 7	Introduction to Ellis and Harper's Ten Irrational Ideas (10 min.)	HO I-4
Activity 8	Analysis and Discussion of Sample Problems (20 min.)	HO I-4 HO I-5 (16 pages)
Activity 9	Role Play of Sample Problems (30 min.)	HO I-5 (16 pages) Role-Play Cards (8 pages; 30 cards)

Directions

Activity 1	Introductory Remarks (5 min.)	HO I-1

Be sure participants know each other (if not members of the same class) and introduce yourself briefly. A quick ice-breaker is to ask participants to take turns stating their first name preceded by a descriptive adjective that starts with the same letter (e.g., Glamorous Grace or Bashful Bob).

Distribute copies of Handout I-1 ("Student's Activity Agenda") and mention the topics and sequence of sessions. Clarify that the purpose of the communication training is to aid students in adapting to a changing work world in which traditionals and nontraditionals interact. Define the terms *traditional* and *nontraditional* as used throughout the sessions (i.e., students and workers who are pursuing either occupations in which at least 75 percent are of their sex--traditional, or of the other sex—nontraditional). Establish the value of the training for both traditional and nontraditional participants in that communication skills determine, to a great extent, work world productivity and an individual's success and happiness on the job.

Notes:

Activity 2	Self-Assessment of Communication Patterns (10 min.)	HO I-2

Administer the self-assessment inventory Handout I-2 ("What's My Communication Pattern"), to help students identify their personal communication profile. It is important that students take the inventory at the beginning of the session to avoid influencing their answers. Encourage students to be as honest as possible; no grade is involved and no one has to see their answers. Honest answers will facilitate students' making a meaningful contract of their individual training goals. Explain that scoring will take place later in the session. For special needs students, it may be necessary to read the directions and the items aloud to compensate for reading problems.

Notes:

Activity 3	**Introduction to Communication Patterns**	TR I (1-6) overhead projector screen

Use transparency set I (1-6) to introduce students to four communication patterns (assertive, aggressive, passive, and indirect). Ask students to analyze the advantages and disadvantages of each kind of message as suggested by the cartoons. Possible answers include the following:

Message	*Advantages*	*Disadvantages*
Assertive	Diplomatic	Takes courage
Aggressive	Feels good at the time	Shows lack of control
Passive	Easy	Self-denying
Indirect	Safe	Sneaky, dishonest

As students view the transparencies, ask them to predict the consequences of different messages for success, happiness, and productivity of both the traditional and nontraditional workers. Possible answers include the following:

Message	*Consequences*
Assertive	Reinforces self-esteem, but involves risking failure; both workers may finish tasks on time
Aggressive	May yield a momentary gain, but may fail or alienate others in the end; only one worker may finish task on time
Passive	Avoids confrontations but destroys self-esteem; only one may finish task on time
Indirect	May be somewhat successful, but may breed resentment or lack of trust; only one may finish task on time

While the final transparency suggests that assertive messages are the best, reassure students that no one is expected or encouraged to be assertive all of the time. Rather, the goal is to understand the different kinds of communication in order to choose the type most appropriate to one's needs.

Background Information

Phelps and Austin (1975, pp. 10-14) provide definitions of four types of behavior that are applicable to communication patterns. To paraphrase some of that information, the following summary is provided:

Assertive

Assertive speakers can assess situations, decide what to say, and say it spontaneously. Whatever they have to say, whether positive or negative, the receiver is not diminished by it. Assertive speakers are true to themselves and feel free to make choices in what they say.

Aggressive

Aggressive speakers are also expressive, but often vicious or self-centered in what they have to say. Their speech has a destructive effect on others. Sometimes, because they have not been encouraged to be assertive, women's boldness is considered aggressiveness by those who can no longer always expect to have their way.

Passive

Passive speakers do not function at a very high level. Others make decisions for passive speakers, who at best muster resentment afterwards. Passive speech can be associated with helplessness, impotency, inhibition, nervousness, indecision, and anxiety. Passive speakers rarely express their feelings. Is it any surprise that they have little self-confidence in speaking?

Indirect

Indirect speakers are actually aggressive, but not so openly. Associated with indirect speech is trickery, seduction, or manipulation. Indirect persons may be angry, get revenge, and the person they are angry with may never know. Many women have developed an indirect communication pattern to avoid the frustration of traditionally passive female role expectations.

Suggestions for Further Discussion

Ask students why communication patterns become especially important in interactions between traditionals and nontraditionals. Encourage students to relate situations and cartoon messages to their own experiences with people on the job or in school. To reemphasize the point that assertiveness is not always the answer, state the following observation by Bloom, Coburn, and Pearlman (1975, p. 49):

> We can realistically try to determine when being assertive might backfire and cause more difficulties than it would solve. If a situation is dominated by others with power who are concerned with maintaining it at all costs, then an individual assertion could well be either an exercise in futility or a disaster. In such lopsided situations, it is usually better to assess the possible consequences and then decide whether asserting yourself is worth the risk.

Follow this quotation with one by Smith (1975, pp. 88–89):

> In both my general psychotherapeutic practice and in teaching people to be assertive, I have observed that to the degree that they *are* assertive, they are also socially adept. I have also observed that people who benefit from learning to be systematically assertive usually require some help in improving their social skills. . . . Communication is the 'glue' that keeps people together while a relationship grows and strengthens into a channel of mutual support, counsel, productivity, excitation, and satisfaction. . . . Assertive behavior, then, is much more than demanding your rights from other people or, as I have emphasized so far, keeping other people from manipulating you.

Explain to students that perhaps the special contribution of assertiveness, when used wisely without mixed messages, is that—as Bloom, Coburn, and Pearlman (1975, p. 66) point out—it makes communication games unnecessary. Games in conversation put up walls that can become formidable barriers between persons. Assertive communication, however, by providing an environment that fosters clear understanding of yourself and better insight into others, breaks down the walls with direct, honest expression.

Notes:

Activity 4 Role Play of Communication Patterns (15 min.)

Facilitators can reinforce the previous activity by role playing the four communication patterns with on-the-job or in-class situations to which students can relate. The importance of the leaders doing these role plays is three fold. Rapport between the two facilitators will provide role models for students to emulate in developing spontaneity and rapport with each other. It also will introduce students to role playing, which some students would feel shy doing otherwise. Lastly, dramatizing the communication patterns can clarify the distinctions and consequences among them. Possible situations might be based on the following:

- An employer asks a mechanic or secretary to work overtime.
- A nontraditional worker/student asks a traditional coworker/student for help.
- A traditional worker/student complains to a supervisor/teacher.
- A nontraditional worker/student complains to a supervisor/teacher.

After the role plays, ask students to share their reactions toward using the different communication patterns and their feeling toward the performers in the roles as they spoke.

Suggestions for Further Discussion

Sample questions to pose to the students include the following ones based on Holmes and Guild (1979, p. 13):

What was each of the persons in the role play trying to accomplish?

Where did the problems in communication lie?

How effective was each of the speakers?

What differences did you notice in how players behaved as they spoke and listened to each other?

How do you think each of the persons in the role play felt during the conversation? How could you tell?

How might you have handled either role in a given conversation?

Notes:

Activity 5	Scoring and Discussion of Self-Assessment (10 min.)	HO I-2

Have students score their own self-assessment forms, completed at the beginning of the session. Handout I-2 ("What's My Communication Pattern") has been designed so that all *A* responses are assertive, all *B*s are aggressive, all *C*s are passive, and all *D*s are indirect. Explain the scoring and have students tabulate the items circled, and then the items underlined.

Discussion will serve as a review of the definitions of the four communication patterns. It should also help students identify their strengths and weaknesses in communication on the job/in class. It should be particularly noted if students speak differently when sex equity is involved than in typical situations. Probe students' rationales and concerns. Probably no student will have consistently selected only one of the communication patterns. But if assertive responses were not chosen at all or seldom, students probably need to develop skills in this area. Also, if either passive, aggressive, or indirect responses were chosen most often, students can consider the possible limitations.

It is important, in developing students' personal commitment toward the training, to contract individually with them as to their personal objectives for improving their communication. Students can share aloud these objectives if desired, but certainly keep a written statement of their contract for periodic reference or revision. Emphasize to students that daily attention to their use of communication is necessary to develop greater skill and achieve desired change.

Notes:

Activity 6	Diary Assignments (5 min.)	HO I-3

Give a minimum of one page per student in distributing copies of Handout I-3 ("My Communication Skills Diary—Week 1"). Make the assignment for next week of keeping a diary of examples of positive and negative uses of oral communication. Distinguish between positive and negative in terms of how the student felt and what the outcome was. Explain that the diary can be effective in helping to sensitize students to their own and other's communication skills and problem areas. It will also help them remember anecdotes for small group analysis and feedback next week.

Notes:

Activity 7	Introduction to Ellis and Harper's Ten Irrational Ideas (10 min.)	HO I–4

If desired, give a brief introduction to Albert Ellis similar to the following:

> How often does your mood determine what you say to someone? Have you ever wondered why you change your answers when different persons ask you the same question? Do you ever wish afterward that you'd said something else to someone?
>
> Albert Ellis, a noted psychologist, has proposed that "Several powerful, irrational, and illogical ideas stand in the way of your leading an anxiety-free, unhostile life" (Ellis & Harper, 1975, p. 88). Ellis and Harper (1975, pp. 12-17) further believe that we can change our feelings and self-perceptions by changing these irrational ideas to rational ones. Do you suppose that communication, then, is affected the same way? Could irrational ideas influence whether we are aggressive, passive, or indirect rather than assertive? Here are the 10 irrational ideas that Ellis and Harper have identified. See what you think.

Distribute Handout I-4 ("Ten Irrational Ideas by Albert Ellis and Robert A. Harper"). Go over the statements with students and encourage students to share reflections and anecdotes from their own experience on the job or in class. Explore with students the implications of irrational ideas for dynamics between worker and supervisor/teacher or traditionals and nontraditionals. Help students recognize that, by reducing anxiety and hostility, rational ideas enable persons to function more assertively and productively. Two examples of this process are avoiding faulty interpretations of situations and keeping events or comments in perspective.

Notes:

Activity 8 Analysis and Discussion of Sample Problems (20 min.) HO I-4
HO I-5 (16 pages)

Distribute copies of Handout I-5 ("Who Says Irrational Ideas Don't Affect Communication Patterns of Students and Workers?"). Read with students the 15 different situations and the contrasting ideas of the cartoon characters. Some of the situations reflect school while others reflect job sites. Situations 1-11 are based on Ellis and Harper's irrational ideas. Situations 12-15 are provided as additional illustrations of student situations. Rational ideas for situations 1-11 have been adapted from Bloom, Coburn, & Pearlman (1975, pp. 100-120) and Powell (1976, pp. 116-133). Encourage students to relate the situations to their own experience, in an effort to help them understand the importance of developing assertive communication skills. While most of the situations focus on nontraditionals' ideas, help students draw correlations to traditionals, handicapped, bilinguals, or other special equity populations as appropriate. Poll students on the situations with which they can identify most.

Notes:

Activity 9	Role Play of Sample Problems (30 min.)	HO I-5 (16 pages) Role-Play Cards I-1 (8 pages)

Stressing the situations with which students can identify most (from Handout I-5), conduct role plays as time permits. Allow time for discussion afterward. Directions for role-play participants are provided on Role-Play Cards I-1. In advance, cut apart the role-play cards as directed for distribution. Facilitators can break the ice by performing the first role play. If students need some prompting in their roles, divide students into small groups to plan the role plays. As the success of the role plays depends, however, in large measure on the degree of participants' spontaneity, use planning groups as a last resort. It is also recommended that players do not see each other's role-play cards.

As students act out the role plays, have them perform, first influenced by the irrational idea, then by the rational idea on the appropriate handout page. In group discussion, analyze the performers' messages in terms of the communication pattern evidenced. Probably the irrational ideas will yield the following results:

Situation	*Communication Pattern*
1.	Passive or indirect
2.	Passive or indirect
3.	Aggressive or indirect
4.	Passive
5.	Aggressive or indirect
6.	Aggressive, indirect, or passive
7.	Passive or indirect
8.	Aggressive or indirect
9.	Indirect
10.	Aggressive
11.	Passive
12.	Aggressive
13.	Indirect or aggressive
14.	Aggressive
15.	Aggressive

In closing discussion, explore with students whether the communication consequences differ for traditionals and nontraditionals if they hold irrational or rational ideas.

Suggestions for Further Discussion

The same questions used in discussing the role plays in Activity 4 can be used here also. At the end of the session, get student feedback about their initial use of the diary, Handout I-3.

Notes:

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UNIT II

THE TONGUE IS MIGHTIER THAN THE SWORD: SKILL TRAINING IN VERBAL COMMUNICATION

Objectives:

To become familiar with strengths and weaknesses of verbal messages in job interviews and work situations in order to gain awareness of the impact of communication between traditional and nontraditional workers and students.

To develop and apply verbal communication guidelines in order to gain related skills for on the job.

To take an inventory in order to measure one's level of recognition of verbal communication skills between traditionals and nontraditionals.

Outline

Day 1		
Activity 1	Opening Exercise (15 min.)	
Activity 2	Diary Debriefing (15 min.)	HO I-3, HO II-1
Activity 3	Exploring How Verbal Messages Count in Work Situations (30 min.)	TR II (1-17) overhead projector screen grease pen
Day 2		
Activity 4	Verbal Communication Problem Solving (30 min.)	HO II-3 HO II-2
Activity 5	Actual Case Studies of Nontraditionals' Verbal Messages (15 min.)	Cassette 1, Side 1 or 2 cassette player Tape Script II-1 HO II-2
Activity 6	Measuring Recognition of Verbal Communication Skills (15 min.)	HO I-4

Directions

Activity 1	Opening Exercise (15 min.)

Conduct the opening exercise to encourage students to think about verbal communication and warm them up for oral communication. Have students form same-sex groups of four and ask students to say three positive statements about themselves assertively to others in their group. An example might be, "I'm a pretty good tennis player." Then regroup students in new quartets containing two students of each sex. Again, ask students to say three positive statements about themselves assertively to others in their new group. Let the exercise be casual and quick-paced to encourage spontaneity. Then with the large group, discuss how students felt and what they said. Use the discussion of this exercise to summarize with students some of the satisfactions and problems they find with verbal communication —especially assertive messages.

Suggestions for Discussion

Tabulate the number of students who felt comfortable during the first part of the exercise. Compare this number to those who felt equally, less, or more comfortable during the second part. Discuss with students the reasons for possible inhibitions in sharing assertively our feelings and ideas with each other and especially to members of the other sex. Help students recall from Unit I that sex-role expectations tend to influence our communication patterns. Ask students, "If it is hard to express feelings in personal life, how hard is it in class or on the job?"

Notes:

Activity 2 Diary Debriefing (15 min.)

HO I-3
HO II-1

To ensure that all students participate actively, have students discuss in pairs or triads their diary anecdotes recorded on Handout I-3 ("My Communication Skills Diary—Week 1"), which was distributed in a Unit I session. Students should help each other analyze strengths and weaknesses in the use of verbal messages, suggesting options and reinforcing positive use. Applying the four communication patterns to the anecdotes can provide a framework for further discussion.

Follow small group sharing with total group summarization. In large group sharing especially, participation should be voluntary, both in order of speaking and in choice of anecdotes shared. Students may feel more at ease sharing some things with a small group than with a large group.

At the end of discussion, distribute copies of Handout II-1 ("My Communication Skills Diary—Week 2") for students to fill out for the next unit. Explain that the purpose of this coming week's diary is to sensitize students to their own and others' use of nonverbal messages. It will also help them remember anecdotes for small group analysis and feedback next week. Encourage students to use their diary with their individual training contract in mind in order to further their growth in communication skills.

Suggestions for Discussion

Use the summary discussion in part as a review of the four communication patterns. Pay particular attention to the column titled What I Wish I'd Said and speculate on the potential outcomes and feelings of speakers had different messages been used. Ask students whether their preferred message would have differed if the situation had been on the job or in class, especially involving conversation between a traditional and nontraditional. Probe how, why, or why not.

Notes:

Activity 3	Exploring How Verbal Messages Count in Work Situations (30 min.)	TR II (1–17) overhead projector screen; grease pen

Explore implications for communicating verbally in work-related situations, especially between nontraditionals and traditionals. Help students recognize that the importance of developing assertive verbal communication skills lies in their role in developing healthy relationships on the job, as well as getting the job done.

After the opening discussion (see suggestions for discussion given later in the unit), show transparency set II ("Mirror, Mirror on the Wall, Part I"). Clarify that assertive verbal communication skills involve sending and receiving messages. Use transparencies 7–16 as an exercise for students to recognize mistakes in verbal messages and guidelines for verbal communication skill. (See background information below for an explanation and example of each guideline.) Each transparency represents failure to follow the assertive guideline stated at the bottom. Ask students to offer alternative statements for each transparency that demonstrate how to follow each guideline involved. Comment at the beginning of the transparency set that the title means that the transparencies serve as a reflection to help students see themselves through the mistakes of others.

At the end of the transparency set, record on the final transparency (17) student-generated guidelines for assertive verbal messages. One approach might be to list "don'ts" and then erase and list "do's." Lead students to list all of the guidelines, if possible. Ask students to relate these guidelines to situations involving traditionals and nontraditionals on the job or in school.

Background Information

The following information and examples may be useful in explaining the guidelines for sending and receiving messages. Most of the information is based on Johnson (1978, pp. 115–147).

Sending Skills:

1. *Own your own statements* — Saying I-statements clarifies messages. If you substitute words such as "some people," "everyone," or "we," the listener could become confused as to who really owns the idea or feeling. An example is "I feel nervous about my new job" rather than "It's nerve-racking to work here."

2. *Describe, don't judge* — Judgments tend to antagonize the receiver. It is better to describe and let receivers make their own judgment. Judgments say more about the speaker than the object being discussed. An example is "June interrupted the person talking to her" rather than "Isn't it awful the way June's always interrupting."

3. *Keep it clear and concise* — An important goal in communication is to make messages easy for the receiver to understand. In work situations that may mean greater efficiency and fewer costly mistakes. An example is "The two causes of the accident were speed and bad brakes."

4. *Describe your relationships as you see them; don't judge for others* — This guideline is similar to the first guideline. Relationship statements are useful in clarifying how two persons are getting along with each other. Such statements should focus on describing the relationship,

not the persons involved, and the speakers should speak only for themselves. An example is "I'm confused by you" rather than "You're confusing."

5. *Consider the listener's perspective* — Misunderstandings often result from speakers' assumptions that everyone holds the same perspective. Perspectives determine the meaning given to what is said. An example is "I am looking for a job I can be committed to" (said to prospective boss).

Receiving Skills:

6. *Listen attentively* — Paying attention to what the speaker says helps a person understand the message more accurately. It also communicates to the speaker that you want to understand what is said. An example in response to "This job is hard" is to reply "I hope it gets easier."

7. *Paraphrase, don't judge* — Restating in one's own words what the speaker says on occasion helps to avoid making judgmental and inaccurate inferences. It also gives the speaker feedback as to how well you understand what was said. It may help the receiver empathize with the speaker. An example is "I hear you saying that you don't want to go."

8. *Give appropriate feedback* — It is important to let the speaker know whether you understand what was said and share your reactions. This rule is similar to the sixth one, but is always verbal rather than sometimes nonverbal. An example is the response "I have trouble understanding that idea" rather than "You don't say."

9. *Ask questions* — An important kind of feedback when a message is not understood, or needs clarification, is to ask questions. An example is "Can you explain this task to me?"

10. *Hear the speaker out* — No one likes to be interrupted. A good listener pays attention until the speaker is finished and resists interruption, which boils down to jumping to conclusions before all the data are available. An example is "I'll wait until you've finished the report to ask my question."

Suggestions for Discussion

Introduce this activity by asking students to name different feelings they experience on the job or in class. When the list becomes extensive, capitalize on the moment by saying that while having these feelings is very natural, expressing them is not necessarily easy. On the job, expressing feelings may become even harder to deal with and understand (Johnson, 1978, pp. 151-152), especially if one is dealing with communication between a traditional and nontraditional.

In large measure, that helps to explain why assertive verbal messages are sometimes difficult to express on the job or in class. For example, one may risk denial with assertive, rather than indirect, requests. It may be difficult, furthermore, to control aggressive feelings and state criticism assertively. Finally, when dealing with power figures, we may express ourselves passively out of fear of our feelings.

Reassure students that expressing one's feelings on the job or in class—both negative and positive—is good. The trick is to learn constructive (i.e., assertive) ways to do that (Johnson, p. 152).

Remind students that in Unit I Ellis and Harper's theory of irrational ideas suggests that our feelings are based on the way we choose to interpret information taken in through our senses. Our expression of feelings can be managed, therefore, by watching the attitudes that influence our interpretations. No one makes us say or do or feel a particular way. Mature persons own their own communication (Johnson, pp. 152–153). Traditionals and nontraditionals alike need to understand this.

Introduce students to "I-statements" as one of the best tools to remember in expressing feelings assertively. Explain that by initiating statements with "I feel," "I need," or "I think," much defensiveness in other people is prevented (Osborn & Harris, 1975, p. 89). Add that one of the best ways to interpret information before expressing feelings is to check things out nonjudgmentally with other persons involved (Johnson, pp. 178–179).

Notes:

Activity 4 Verbal Communication Problem Solving (30 min.) HO II-2
HO II-3

Distribute copies of Handout II-2 ("Reviewing Verbal Communication") to review guidelines for verbal communication skills. You might give examples of statements and ask students which guideline applies. A more challenging task might be to ask students to provide example sentences of conversation to fit a given guideline.

Explain to students that you want them to have an opportunity to practice verbal messages in work-related situations. To that end, distribute Handout II-3 ("Verbal Communication Problem Solving"). In groups of three, preferably composed of both sexes, ask students to role play one of the problems provided. The same exercise can be used without role plays, but dramatizing the situations may yield greater involvement and spontaneity among participants, as well as a more active learning experience.

After small groups have finished, conduct large group sharing of responses. Relate the responses to the guidelines on Handout II-2. Determine which responses were assertive and why or why not. Discuss with students their feelings and reactions to the work situations. Encourage students to apply situations to their own role as a traditional or nontraditional.

Notes:

Activity 5	Actual Case Studies of Nontraditionals' Verbal Messages (15 min.)	HO I-2 Cassette 1, Side 1 or 2 cassette player Tape Script II-1 Tape Script II-2

Play one of the sides of the provided tape cassette for students to hear excerpts of interviews with a male and a female nontraditional. On Side 1 (6 minutes 48 seconds) the nontraditionals are students; on Side 2 (4 minutes 11 seconds), they are workers. Prepare students before they listen to the tape to analyze how constructive the verbal messages of each nontraditional are. Would students have handled the situations differently? Does the tape confirm any of the things covered in the units thus far?

Specific questions geared for each interview are as follows:

Tape Side 1:

Chris —
Which of the four communication patterns does Chris use in verbal messages?
How well do you think she handles her critics?
Do you agree with Chris's attitude about asking questions and expressing anger?
Could Chris's verbal messages be improved?

Greg —
Does Greg use the same communication pattern as Chris?
Do you agree with Greg's practice of turning the other cheek?
Do you believe Greg when he says it doesn't bother him that his teacher directs most of her questions to the traditional students?
Do you agree with Greg that communication skills are more important to a nontraditional than to a traditional student?
Could Greg's verbal messages be improved?

Tape Side 2:

Chuck —
Which of the four communication patterns does Chuck use in verbal messages?
How well do you think he handles patients?
How well do you think he handled job interviews?
What are the consequences of defensive verbal messages like Chuck's?
Could Chuck's verbal messages be improved?

Sharron —
Does Sharron use the same communication pattern as Chuck?
Do you agree with Sharron's asking questions even though she's a nontraditional?
How did Sharron avoid defensive verbal messages?
How well do you think Sharron gets along with her traditional coworkers?
Could Sharron's verbal messages be improved?

In discussion, ask students the extent to which they identify with the individuals in the taped interviews and why or why not.

Notes:

Activity 6

Measuring Recognition of Verbal Communication Skills (15 min.)

HO II-4

Have students take the inventory furnished in Handout II-4 ("How Aware Am I of Verbal Communication Skills?"). The higher the score of correct answers, the greater the student's recognition of nonverbal communication skills. After students have taken the inventory, discussion of the correct and incorrect answers can be an additional teaching tool. The key, with explanations, is as follows:

1. B is correct – describe, don't judge – assertive
   A is wrong – doesn't give feedback – passive
   C is wrong – judges rather than describes – aggressive

2. B is correct – ask questions – assertive
   A is wrong – asks a question but is manipulative – indirect
   C is wrong – doesn't consider the listener's perspective – aggressive

3. C is correct – describes a relationship from speaker's point of view without judging for others – assertive
   A is wrong – judgmental statement and sarcastic – indirect
   B is wrong – statement judges the person rather than describes the relationship – aggressive

4. A is correct – gives feedback that considers listener's perspective – assertive
   B is wrong – gives feedback but doesn't consider the listener's perspective – aggressive
   C is wrong – doesn't give clear feedback; manipulative – indirect

5. A is correct – paraphrase, don't judge – assertive
   B is wrong – gives feedback, but doesn't consider listener's perspective – aggressive
   C is wrong – judges person rather than describes relationship from speaker's perspective; also doesn't consider listener's perspective – aggressive

6. C is correct – own your own statements – assertive
   A is wrong – generalizes with "we"; doesn't consider listener's perspective – aggressive
   B is wrong – it's an I-statement; also doesn't consider listener's perspective – passive

7. C is correct – listen attentively; also considers listener's perspective – assertive
   A is wrong – statement judges person rather than describes relationship; also doesn't consider listener's perspective – aggressive
   B is wrong – first sentence judges the person; second sentence lacks ownership of the idea; it's a generalization – aggressive

8. B is correct – considers learner's perspective – assertive
   A is wrong – statement judges the person; doesn't consider the listener's perspective – aggressive
   C is wrong – statement lacks ownership of the idea; sneaky – indirect

9. A is correct – hear the speaker out – assertive
   B is wrong – doesn't hear the speaker out; also fails to consider the listener's perspective – aggressive
   C is wrong – statement lacks ownership; dishonest feedback – passive

10. C is correct — keep it clear and concise — assertive
A is wrong — judges the person rather than describes relationship from speaker's perspective — aggressive
B is wrong — fails to be clear and concise; manipulative — indirect

At the end of the discussion, assign students the task of bringing in advertisements and magazine or newspaper photographs illustrating nonverbal messages. Remind students of their diary and review with them, as needed, progress on their individual training contract.

Notes:

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UNIT III
SILENCE IS NOT ALWAYS GOLDEN: SKILL TRAINING IN NONVERBAL COMMUNICATION

Objectives:

To become familiar with strengths and weaknesses of nonverbal messages in job interviews and work situations in order to gain awareness of the impact of communication between traditional and nontraditional workers and students.

To develop and apply nonverbal communication guidelines in order to gain related skills for on the job.

To take an inventory in order to measure one's level of recognition of nonverbal communication skills between traditionals and nontraditionals.

Outline

Day 1

Activity 1	Opening Exercise (15 min.)	chalkboard or easel felt tip pen animal posters
Activity 2	Nonverbal Messages in Advertising (20 min.)	chalkboard or easel felt tip pen student-supplied advertisement pictures
Activity 3	Exploring How Nonverbal Messages Count in Work Situations (25 min.)	TR III (1-16) grease pen overhead projector screen HO III-1

Day 2

Activity 4	Diary Debriefing (15 min.)	HO II-1 HO III-2
Activity 5	Nonverbal Communication Rehearsal (30 min.)	HO III-3 HO III-1 video camera or tape recorder (optional)

Activity 6	Measuring Recognition of Nonverbal Communication Skills (15 min.)	HO III-4

Directions

Activity 1	Opening Exercise (15 min.)	chalkboard or easel felt tip pen

Describe the three objectives of this unit for students. Define nonverbal communication, if students are uncertain, as any message we give that does not depend on words to convey meaning. To demonstrate that messages do not require words, have on display for students a few posters of animals such as those published by Argus Publications.

As an opening exercise, to heighten awareness of nonverbal messages, ask students to work in pairs, expressing to each other nonverbally the four kinds of communication patterns (assertive, aggressive, passive, and indirect) with their bodies. It may be helpful to demonstrate the exercise for students first. While students should not be limited in the cues they use, choose one cue such as a smile and show students different messages that a smile can give. Informality is important to encourage full participation. During the exercise, provide some structure by calling out each of the communication patterns after a sufficient interval for students to explore nonverbal possibilities.

Following the exercise, review with students the different kinds of cues used for each communication pattern and the feelings of the sender and the receiver for each cue. Record these observations in a chart on the board or easel. Put girls' cues in one column and boys' cues in another. Try to get as many examples of nonverbal cues as possible.

Background Information

Catalogs of posters illustrating nonverbal cues in animals' gestures are available through Argus Communications at the following address:

7440 Natchez Avenue
Niles, Illinois 60648

Similar posters may be obtainable at stores selling books, gifts, or greeting cards.

Suggestions for Discussion

Help students recognize that one major distinction between verbal and nonverbal communication is that many nonverbal cues are unconscious and unintentional. This point can be emphasized by having students describe the cues given by their partners. Discuss differences that may be ethnically based (e.g., talking with one's hands, frequently touching another person), as well as variations in cues among handicapped persons.

Note with students any instances when conflicting cues were observed. Clarify with students that the impact of double messages is confusion. When the double message involves a disparity between verbal and nonverbal cues, people tend to trust the nonverbal ones more since they are, for the most part, involuntary.

Discuss with students the implications of sex-linked differences in nonverbal cues. For example, can this be a cause of misunderstanding between traditionals and nontraditionals? Should nontraditionals adopt nonverbal cues that are more congruent with those that traditionals use?

Notes:

Activity 2 Nonverbal Messages in Advertising (20 min.)

chalkboard or easel
felt tip pen
student-supplied
advertisement pictures

Form small groups to share and discuss pictures that students brought in. Encourage students to be in groups different from their partners in the previous activity. Ask students in each group to sort the pictures by sex, communication pattern, or nonverbal cue (e.g., gesture, movement, posture). Also ask students to probe how nonverbal communication is used (e.g., humor, power, status) and what its impact is on perpetuating sex stereotypes in the work world. If nontraditionals appear in any of the pictures, students should especially analyze their nonverbal cues in terms of the four communication patterns. Finally, have students determine how many pictures portray each sex in positive and negative ways. When group sharing occurs, tabulate total counts on the chalkboard or easel.

Notes:

Activity 3 Exploring How Nonverbal Messages Count in Work Situations (25 min.)

TR III (1-16)
grease pen
overhead projector
screen
HO III-1

Open the activity with a provocative question such as, "Well, what do you think? Do actions really speak louder than words?" Tell students that experts estimate that 65 percent of our communication is nonverbal (Bloom, Coburn, & Pearlman, 1975, p. 146). Probe with students why it is more difficult to learn the nonverbal cues of assertive behavior than the verbal ones. Students should understand that it is relatively easy to remember words we plan to say, compared to refraining from or including unconscious mannerisms.

Show transparency set III ("Mirror, Mirror on the Wall, Part II"). It is designed to help students move from a personal frame of reference regarding nonverbal communication to work world situations. Comment, again, that the title of the transparency set means that it serves as a reflection to help students see themselves through the mistakes of others. Distribute Handout III-1 ("Reviewing Nonverbal Communication") to help students analyze the cartoon drawings. The types of nonverbal messages covered by the cartoon drawings are as follows:

Mistakes in Nonverbal Messages Shown by Cartoons

1. Clothing
2. Body posture and facial expression
3. Eye contact, facial expression, and overall appearance
4. Overall appearance, gestures, tears, and use of space
5. Body posture, movement, gestures, eye contact, and use of space
6. Movement and overall appearance
7. Body posture, use of space, touching, and overall appearance

Students can interpret the seven examples in terms of the four communication patterns. As in the previous unit, have students suggest guidelines to record on the final transparency. One approach might be to list the "don'ts" and then the "do's" for nontraditional and traditional workers and students. If time and need suggest, students can demonstrate ineffective/effective uses of other nonverbal messages not covered by the cartoon drawings.

Suggestions for Further Discussion

Ask students to prioritize the various kinds of nonverbal messages. See how they react, for example, to Cotler and Guerra's observation that "eye contact is one of the most basic and essential assertive behaviors" (1976, p. 105). Other key points may include the importance of an occasional appropriate touch as a method of feedback to others. Also, explain the need to perceive the different comfort zones of others in maintaining various body spaces.

Have students react to some or all of the following statements:

> A person may have the correct words, body posture, and gestures and still come across inappropriately if the *timing* of the assertive response is incorrect. (Cotler and Guerra, p. 117)

Men and women use certain nonverbal behaviors differently (such as smile, laugh, eye contact, postural shifts, and hand movements) because of traditional feminine and masculine role expectations. (Francis, 1979, p. 532)

Nonverbal behaviors serve to maintain traditional sex roles and are resistant to change because of their nonconscious nature. (Francis, p. 520, citing Frieze & Ramsey, 1976)

Power (status, dominance) is a major topic of nonverbal communication; and nonverbal behavior is a major avenue for social control on a large scale, and interpersonal dominance on a smaller scale. (Henley, 1977, p. 179)

Consider, with students, why nonverbal communication becomes particularly important to good working relations between nontraditionals and traditionals. Reasons may include the following:

1. There is a potential for confusion because of sex differences in the use of nonverbal cues.
2. The unconscious nature of many nonverbal messages makes communication hard to control or change.
3. Nonverbal communication may be an unconscious means of keeping persons in subservient roles.
4. There is a potential for confusion because of cultural differences in the use of nonverbal cues.

Notes:

Activity 4	Diary Debriefing (15 min.)	HO II-1 HO III-2

To ensure that all students participate actively, have students discuss in small groups their diary anecdotes recorded on Handout II-1 ("My Communication Skills Diary—Week 2"). Students should help each other analyze strengths and weaknesses in the use of nonverbal messages by suggesting options and reinforcing positive use. Applying the four communication patterns to the anecdotes can provide a framework for further discussion.

Depending on the group size and nature, follow small group sharing with total group summarization. In large group sharing especially, participation should be voluntary, both in order of speaking and in choice of anecdotes shared. Students may feel more at ease sharing some things with a small group than with a large group.

Distribute copies of Handout III-2 ("My Communication Skills Diary—Week 3") for students to complete for the next unit. Explain that the purpose of this coming week's diary is to review both verbal and nonverbal skills, as well as to work on eliminating mixed messages where they might have occurred in the past.

Notes:

Activity 5	Nonverbal Communication Rehearsal (30 min.)	HO III-1 HO III-3 video camera or tape recorder (optional)

Have students work in quartets of different membership than before, using Handout III-3 ("Nonverbal Communication Rehearsal"). Ask each person in the group to select one of the exercises to rehearse. In addition, each student should participate as a "foil" to someone rehearsing another script. Facilitators can participate in the groups as needed. Essentially, the rehearsal is a role play designed to help prepare students for work situations, either on the job or in class. Encourage students to consider rehearsing nontraditional roles, even if they are traditional, in order to further the process of empathy. Make modifications in the scripts as needed, though situations have already been phrased in general terms to apply to either sex. Students may find it handy to refer to Handout III-1 for ideas.

Total group sharing can take the form of either small group reports or individually volunteered reactions. Encourage students to analyze the various nonverbal cues to determine which are easier to control or modify and which factors tend to be emphasized in certain situations. Ask students to share perspectives of both nontraditional and traditional workers/students that they played. Observers of each exercise can also contribute valuable feedback as to problem areas and effective nonverbal messages.

Reemphasize the point made in Unit I that assertiveness is not always the answer in communication problems. Let students comment about the advantages and limitations of assertive nonverbal messages as students see them emerge for communication between traditionals and nontraditionals.

Notes:

Activity 6	Measuring Recognition of Nonverbal Communication Skills (15 min.)	HO III-4

Have students take the inventory furnished in Handout III-4 ("How Aware Am I of Nonverbal Communication Skills?"). The higher the score, the greater the student's recognition of nonverbal communication skills. After students have taken the inventory, discussion of the answers can be an additional teaching tool. The key, with explanations, is as follows:

Circled Items

2. Appropriate gestures, no tears
5. Appropriate touching
6. Good posture, appropriate touch, cordial and businesslike general appearance
8. Good eye contact
10. Businesslike and efficient general appearance and use of time

Uncircled Items

1. Improper use of space
3. Defensive facial expression and posture
4. Damaging movement to others and work in process
7. Inappropriate clothing
9. Inappropriate display of anger, frustration through voice and movement
11. Don't sing on the job if you can't carry a tune or if it is distracting to others!
12. Poor general appearance and unproductive use of time

Notes:

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UNIT IV

ONE POWER PLAY DESERVES ANOTHER: FIGHTING SEXUAL HARASSMENT WITH COMMUNICATION

Objectives:

To become familiar with the nature of sexual harassment as a form of sex discrimination and power abuse in order to perceive assertive communication as both a potential preventative and coping strategy.

To solve sample problems in sexual harassment in order to understand the consequences of different communication patterns in trying to cope with it.

To analyze case studies of defensive communication as it relates to sexual harassment in order to increase skills useful in preventing and coping with sexual harassment.

To read and discuss a theory by Margaret Mead in order for participants of both sexes to become motivated to practice sex-fair communication.

Outline

Day 1

Activity 1	Diary Debriefing (15 min.)	HO III-2
Activity 2	Problem Messages with Sexual Harassment (15 min.)	HO IV-1 chalkboard or easel felt tip pen
Activity 3	Lecture on Sexual Harassment (30 min.)	HO IV-2 HO IV-3 TR IV (1-8) Lecture IV-1 overhead projector screen chalkboard or easel felt tip pen

Day 2

Activity 4	Defensiveness in Others' Communication (20-30 min.)	HO IV-4
Activity 5	Defensiveness in My Communication (20-30 min.)	HO IV-5
Activity 6	Margaret Mead's Perspective (20 min.)	Reprints

Directions

Activity 1 Diary Debriefing (15 min.) HO III-2

To ensure that all students participate actively, have students discuss in small groups of three or four their diary anecdotes recorded on Handout III-2 ("My Communication Skills Diary—Week 3"). Students should help each other analyze strengths and weaknesses in the use of verbal and nonverbal skills, suggesting options and reinforcing positive use. Applying, as before, the four communication patterns to the anecdotes can provide a framework for further discussion. Students may also want to compare their progress between verbal and nonverbal communication.

Follow small group sharing with total group summarization. As before, participation should be voluntary, both in order of speaking and in choice of anecdotes shared. Encourage students to comment about their achievement of individual training contract goals in light of their three weeks of diary keeping. Urge students to continue keeping a diary to facilitate continued growth in communication skills. (You may wish to have additional forms available for distribution.)

Notes:

Activity 2	Problem Messages with Sexual Harassment (15 min.)	HO IV-1 chalkboard or easel felt tip pen

Distribute copies of Handout IV-1 ("Problem Messages with Sexual Harassment") for students to complete as directed. When students have had 5 minutes or so to record examples of sexual harassment, conduct a discussion in order to clarify the following terms: sexual abuse, sex bias, sex discrimination, and sexual harassment. One approach is to write these four terms on the chalkboard or easel and record references to anecdotes in the appropriate columns as students describe them. Definitions of these terms to use are as follows:

Sexual abuse–	unfair use of power by individuals to gain sexual favors to feed their ego
Sex bias–	behavior resulting from the assumption that one sex is superior to the other
Sex discrimination–	"any action which limits or denies a person opportunities, privileges, roles, or rewards on the basis of sex" (*Federal Register*, October 3, 1977, Sec. 104-73)
Sexual harassment–	imposing unwelcome sexual advances on someone in a work setting in return for job status favors; as such, it is a form of sex discrimination and sexual abuse (*Federal Register*, April 11, 1980, pp. 25024-25025)

When distinctions among these terms are clear in students' minds, discuss with them why the problem of sexual harassment is appropriate to include in communication skills training. Point out to them that the advent of nontraditional workers has increased the possibility for sexual harassment to occur in the workplace. Add that, as a communication skills problem, antagonists are not always aware that they are sexually harassing someone, and victims frequently do not know how to prevent or cope with sexually harassing communication. Since combatting the problem legally is expensive and frequently stressful, it is advantageous to try to deal, if possible, with the problem through assertive communication.

Background Information

Facilitators need to be aware in this unit that the topic is a sensitive one. The attitude you convey can greatly influence the receptivity of participants to a serious and even-handed consideration of sexual harassment. It may also be helpful to remember the psychological perspective of inadequacy that sparks sexual harassers to reaffirm their sexual power over someone else. As Simon (1978, p. 40) points out, "People carry tremendous feelings of inadequacy about sexuality." This attitude toward sexuality is more common than we realize because few people feel free to discuss it without embarrassment. Simon continues, explaining that counselors find that even very attractive women and men "are seldom totally free of self-doubts about their sexuality."

To help students understand that sexual abuse—of either sex—is not new, refer them to the following two ancient myths described by Bulfinch (1913, pp. 20-22, 26-28).

As a male, the god Apollo is said to have repeatedly chased after the nymph Daphne, whose main interest was hunting animals and *not* loving Apollo in return. To save herself from Apollo's nearly overtaking her in flight, Daphne had her father, the river god, turn her into a laurel tree. Mythology spares both these characters responsibility for their behavior. Events were brought on by Apollo's innocently antagonizing Cupid. In revenge, Cupid shot Apollo with a gold arrow to excite love, and Daphne, with a lead one to repel love.

As a female, the goddess Aurora also exerted her power unfairly out of lust. She became attracted to a newlywed man named Cephalus. Cephalus dearly loved his wife Procris, however, and resisted all of Aurora's advances. Finally, in spite, Aurora turned on Cephalus and predicted his role in his wife's demise. In the woods later, Procris—mistakenly jealous of her husband—was killed as she spied on her husband, who shot her with his javelin, thinking she was a wild animal in the bushes. Modern-day sexual harassment may also have serious effects, often unanticipated.

Notes:

Activity 3	Lecture on Sexual Harassment (30 min.)	HO IV-2 HO IV-3 TR IV (1-8) Lecture IV-1 overhead projector screen chalkboard or easel felt tip pen

Give a lecture, based as desired on Lecture IV-1 ("Things You Wish Someone Had Told You about Sexual Harassment"). It is recommended that both facilitators participate in the presentation so that it comes across as a dialogue of concern to both sexes. Determine, in advance planning for the lecture, which segments of the lecture are most appropriate to the participants. High school students, for example, may not be so interested as postsecondary students in statistical information or in some of the on-the-job problems and advice.

Midway during the lecture, show transparency set IV (1-8) to students to help them understand how the different effects of sexual harassment on victims are associated with powerlessness and blocked communication. Many of the transparencies deal with persons in nontraditional work roles. Discuss the need for nontraditionals and traditionals to communicate appropriately to ward off sexual harassment.

You may wish to put on the chalkboard or easel the steps recommended for dealing with sexual harassment. Shortly thereafter, distribute Handout IV-2 ("What to Do If Sexually Harassed—Two Sample Problems") and ask students to respond to one or both problems. Distribute Handout IV-3 ("Advice If You Feel Sexually Harassed") for discussion with students and as a guide for them to keep for future reference, if necessary. If the power continuum is included in the presentation, you may want to put the six phases of how power is exercised in ascending order on the chalkboard or easel. Close the lecture by emphasizing that the pivotal intervention point for victims of sexual harassment may well be at the verbal communication stage, so long as clear, assertive messages are used. Anticipate the next session of activities in the unit by saying that students will have a chance to study ways to use the power of assertive messages that perhaps will successfully prevent or cope with sexual harassment.

Notes:

Activity 4	Defensiveness in Others' Communication (20-30 min.)	HO IV-4

Introduce this activity by announcing to students that defensiveness is perhaps the greatest enemy of assertive communication. State Chaplin's (1975, p. 131) definition of defensiveness:

> The personality characteristic of being overly sensitive to criticism engaging in behavior which turns an observer's attention away from one's deficiencies or from behavior which, if noticed, would cause embarrassment or guilt.

Discuss with students that defensiveness may well rear its ugly head in instances of sexual harassment. The harasser may respond in a defensive manner to rejection or criticism since a need to boost one's sense of power lies at the heart of the harasser's behavior.

Feminists Northwest provides a description by Adelberger, Mackle, O'Neill, and Schacher (1976, p. T 7-2) of the consequences:

> When people become defensive, they are likely to start playing a win/lose game in which they manipulate others, doing all they can to win, and setting others up to lose. Distrust, competitiveness, and self-protective devices increase.

Consequently, to prevent and cope with sexual harassment, one needs to be aware of the kind of assertive messages that are less likely to put someone on the defensive.

At this point distribute copies of Handout IV-4 ("An Ounce of Caution . . .") and go over the guidelines and examples for assertive statements to prevent defensiveness in others. When you are sure students understand the guidelines, have them react to the case studies in Handout IV-4. Ask students to analyze which messages in the case studies demonstrate the guidelines for assertive statements to use and not use. If Activity 6 is not used, you may want to have students role play one or more of the case studies to dramatize the different effects of the two kinds of statements. Help students recognize that the guidelines for statements to avoid deal primarily with an aggressive communication pattern.

Notes:

Activity 5 Defensiveness in My Communication (20-30 min.) HO IV-5

Introduce this activity by clarifying for students the process in communication that can make them become defensive. Use the following explanation by Adelberger, Mackle, O'Neill, and Schacher (1976, p. H 7-3):

> The message that makes us start to feel defensive may be overt—an openly hostile, belittling, or intimidating remark. Just as often, however, an overtly reasonable or cooperative statement may be accompanied by a covert meaning that makes the listener feel put-down or threatened. For example, the request, "please be specific and give me an example," may be perfectly straightforward, but it may also convey the meaning, "so I can shoot down your example and thus prove your entire point wrong." The covert meaning may or may not be intended; the point is that you think it's there and feel yourself becoming defensive.

Explain to students that because sexual harassment can be direct or implied, victims may be unsure they are being harassed, but can still feel defensive. So it is important again to consider guidelines for assertive messages—this time to exert our own power instead of play verbal/nonverbal games that have the effect of goading sexual harassers on, if they have indeed sexually harassed us.

At this point distribute copies of Handout IV-5 ("What, Me Defensive?") and go over the guidelines and examples for assertive statements to prevent defensiveness in ourselves. When you are sure students understand the guidelines, have them react to the case studies in Handout IV-5. Ask students to analyze which messages in the case studies demonstrate the guidelines for assertive statements to use to ward off becoming defensive. If Activity 6 is not used, you may want to have students role play one or more of the case studies to dramatize the different effects of assertive and non-assertive responses. Help students recognize that the alternative to following these guidelines is to become defensive and probably use an aggressive communication pattern that may goad the deliberate sexual harasser on or spark retaliation from the unintentional sexual harasser.

Notes:

Activity 6
(optional)

Margaret Mead's Perspective (20 min.)

Use reprints available from *Redbook* of the article "A Proposal: We Need Taboos on Sex at Work" (1978, pp. 31, 33, 38) to conclude the session. Have students read the article and discuss their reactions to the author's proposal in general and to specific remarks. Possible discussion topics include the following:

1. What does the author say is keeping us from developing "mature, give-and-take working relationships" (1978, p. 31)?
2. What contradiction does Mead find in the socialization of boys and girls?
3. Why does Mead feel that new laws are insufficient to protect women and men from the problems of sexual harassment?
4. How does Mead contrast taboos and laws?
5. Do you agree with Mead's statement (1978, p. 31) that "if women are to work on an equal basis with men, with men supervising women in some cases and women supervising men in others, we have to develop decent sex mores in the whole working world"?
6. How have taboos about women working outside the home changed?
7. Why does Mead feel we need a pervasive climate of opinion to affect "adult relations and behavior on the job" (1978, p. 33) as well as expectations about the adult world that influence children?
8. According to Mead, how have schools already begun "to develop new ways of working together that carry with them appropriate taboos" (1978, p. 33)?
9. What does the author conclude that students can do to combat sexual harassment?

Conclude this unit and the entire training package, if desired, with an informal discussion of students' reactions to the experience. Identify the activities that were most meaningful and problematic. Poll students, perhaps, on areas in which they would like additional study. Follow up on these, and by all means encourage staff to put into use at school the various principles of effective communication that students have been taught. What we want to inspire in students can be best shown by teachers' and counselors' example. What is good for the goose is good for the gander!

Background Information

Copies of Margaret Mead's article "A Proposal: We Need Taboos on Sex at Work"—reprinted from the April 1978 issue of *Redbook*—are available by sending 25 cents in coin per handout and a stamped, self-addressed business-size envelope to:

Redbook
Department M-113
230 Park Avenue
New York, New York 10169

Notes:

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What's so funny? *Psychology Today*, June 1978, pp. 101-113.

Williamson, J. I'm being sexually harassed. What can I do? *Working Woman*, November 1979, p. 30.

LIST OF RESOURCES

The materials in this section have been organized to help you make appropriate copies or transparencies and then re-file the materials for future use. The coding system is on each piece of material to help you find it easily. All handouts (HO) are together. All transparencies (TR) are together. And miscellaneous notes or scripts are together. The code (i.e., HO II-2) means:

II = Unit II
2 = second handout in Unit II

Transparencies

TR I (1-6) – Introduction of Communication Patterns (untitled)
TR II (1-17) – Mirror, Mirror on the Wall, Part I
TR III (1-16) – Mirror, Mirror on the Wall, Part II
TR IV (1-8) – Sexual Harassment (untitled)

Handouts

HO I-1 (1 page) – Student's Activity Agenda
HO I-2 (2 pages) – What's My Communication Pattern?
HO I-3 (1 page) – My Communication Skills Diary–Week 1
HO I-4 (1 page) – Ten Irrational Ideas by Albert Ellis and Robert A. Harper
HO I-5 (16 pages) – Who Says Irrational Ideas Don't Affect Communication Patterns of Students and Workers?

HO II-1 (1 page) – My Communication Skills Diary–Week 2
HO II-2 (1 page) – Reviewing Verbal Communication
HO II-3 (1 page) – Verbal Communication Problem Solving
HO II-4 (2 pages) – How Aware Am I of Verbal Communication Skills?

HO III-1 (1 page) – Reviewing Nonverbal Communication
HO III-2 (1 page) – My Communication Skills Diary–Week 3
HO III-3 (2 pages) – Nonverbal Communication Rehearsal
HO III-4 (2 pages) – How Aware Am I of Nonverbal Communication Skills?

HO IV-1 (1 page) – Problem Messages with Sexual Harassment
HO IV-2 (2 pages) – What to Say If Sexually Harassed–Two Sample Problems
HO IV-3 (1 page) – Advice If You Feel Sexually Harassed
HO IV-4 (2 pages) – An Ounce of Caution . . .
HO IV-5 (2 pages) – What, Me Defensive?

Lectures

Lecture IV-1 (5 pages)	– Things You Wish Someone Had Told You about Sexual Harassment

Tapes

Cassette 1, Side 1	– Two Nontraditional Students Speak Out
Cassette 1, Side 2	– Two Nontraditional Workers Speak Out

Tape Scripts

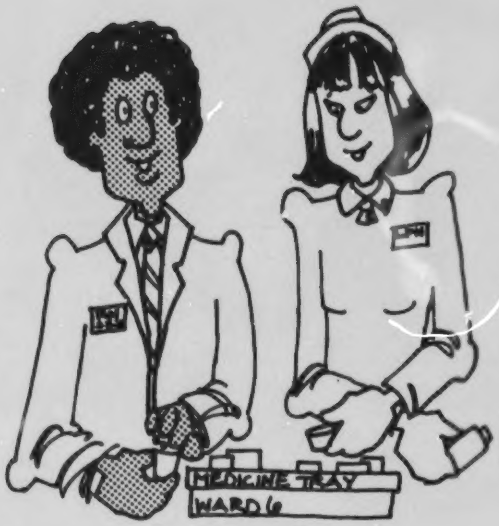
Tape Script II-1 (3 pages)	– Two Nontraditional Students Speak Out
Tape Script II-2 (2 pages)	– Two Nontraditional Workers Speak Out

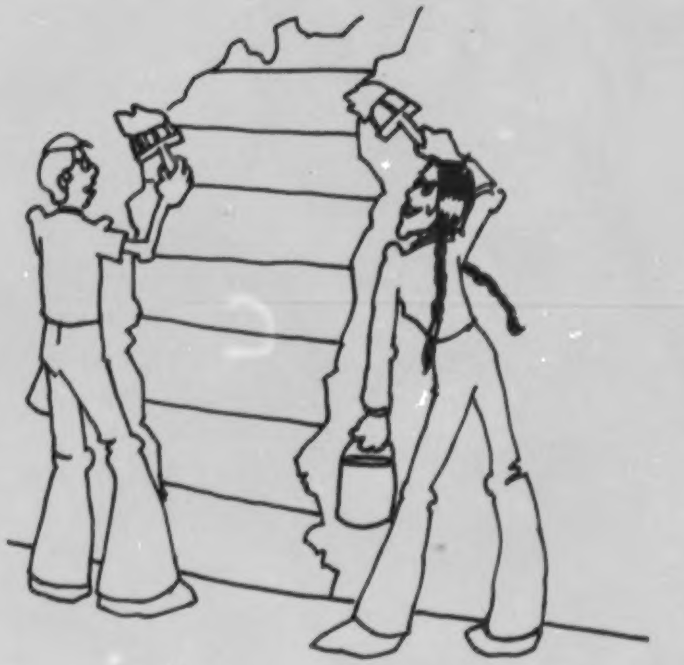
Role Plays

Role-Play Cards I-1 (8 pages)	– Who Says Irrational Ideas Don't Affect Communication Patterns of Students and Workers? (15 situations – 2 cards each)

WITH NONTRADITONALS
ENTERING THE WORK FORCE,
WOMEN AND MEN ARE LEARNING
HOW TO WORK TOGETHER.

Communication



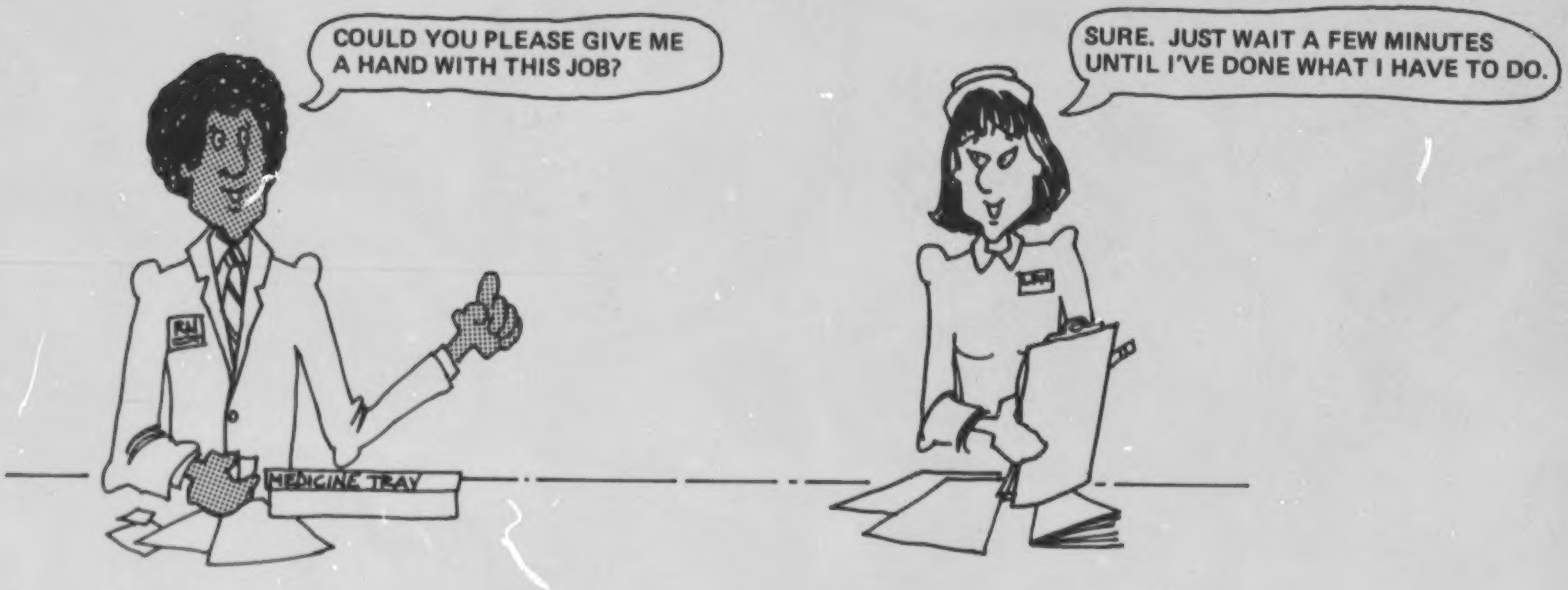


HOW WELL THEY TALK TO EACH OTHER
CAN DETERMINE THEIR SUCCESS, THEIR HAPPINESS,
AND
HOW MUCH GETS DONE!

TR I-1

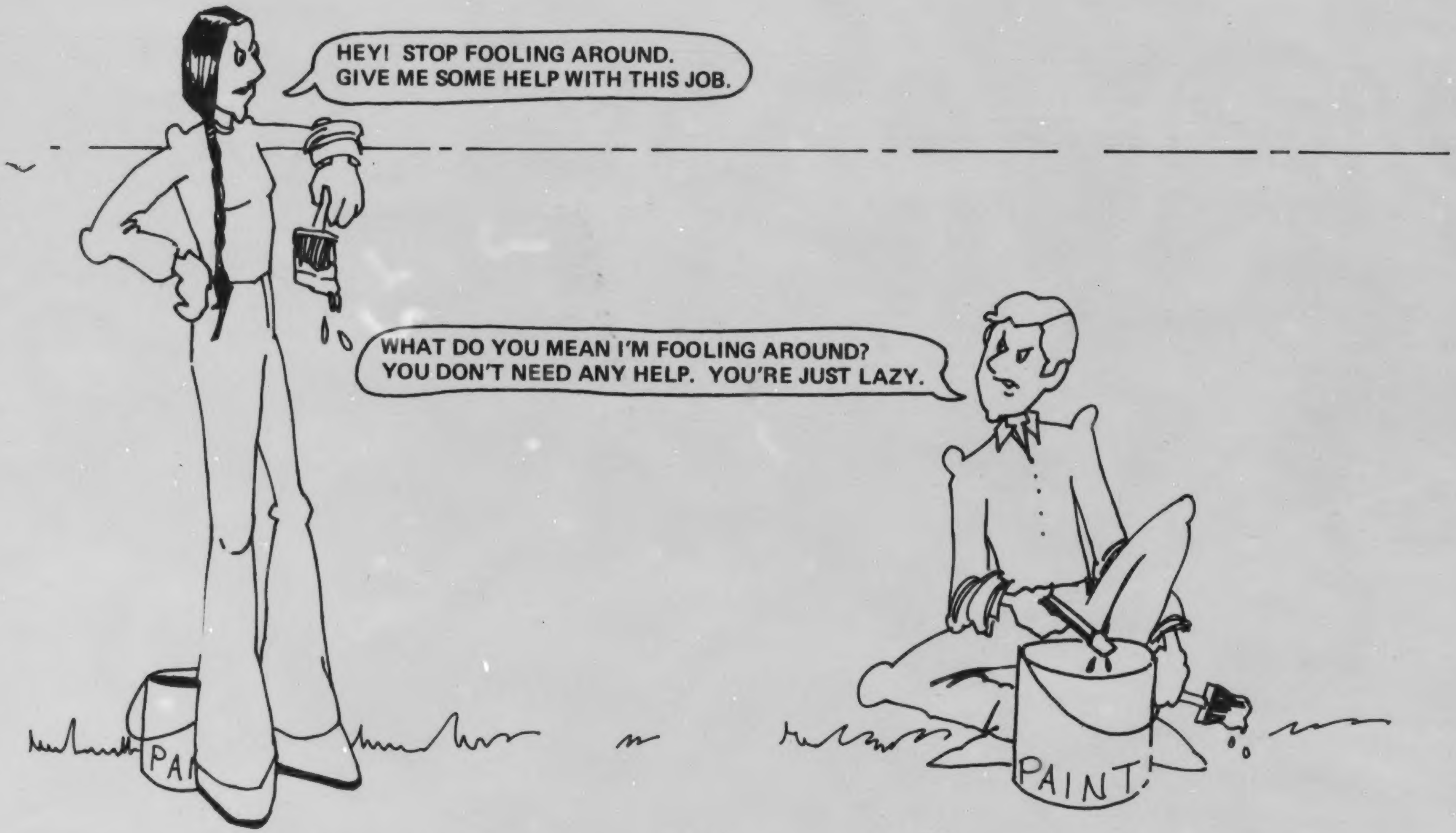
for example . . .

ASSERTIVE MESSAGES . . .


COULD YOU PLEASE GIVE ME A HAND WITH THIS JOB?
SURE. JUST WAIT A FEW MINUTES UNTIL I'VE DONE WHAT I HAVE TO DO.
RN
MEDICINE TRAY

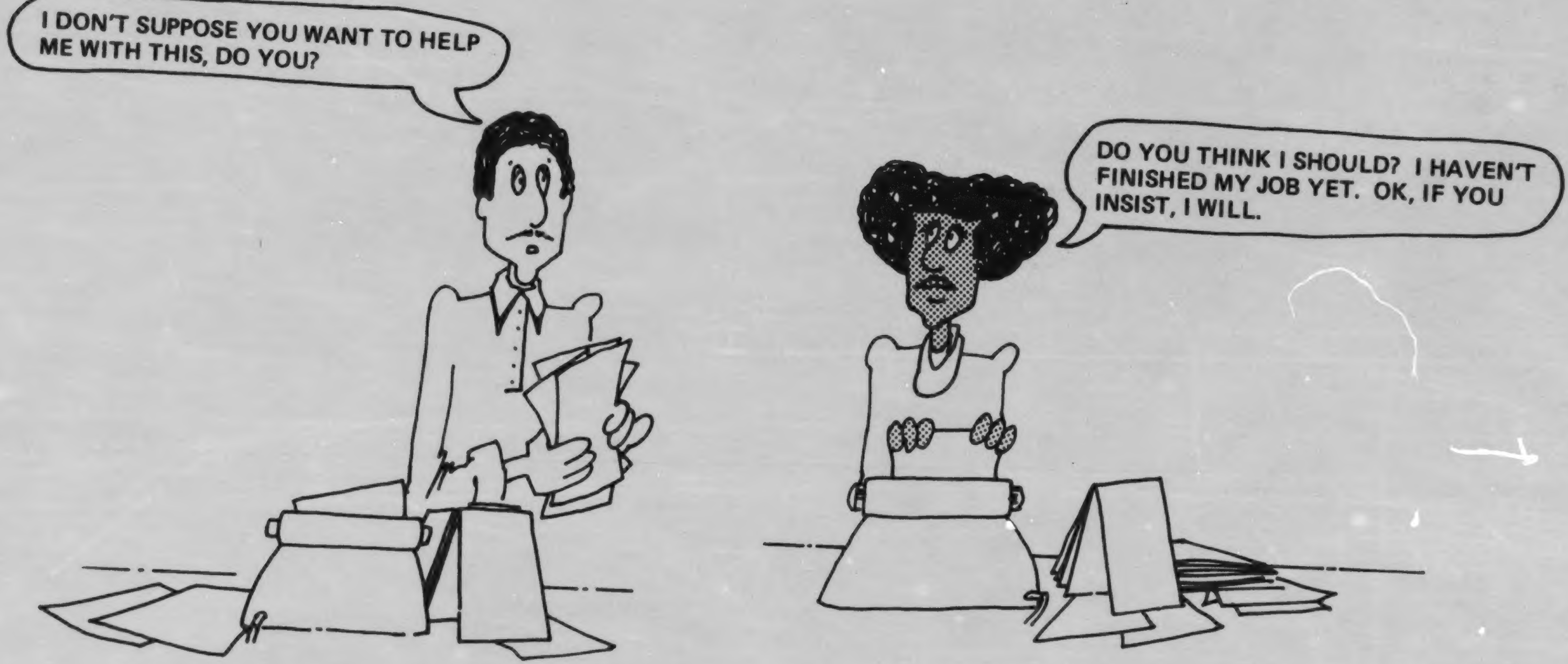
. . . say what you think, feel, or want in an open, honest way that respects your rights as well as others' rights.

AGGRESSIVE MESSAGES . . .


HEY! STOP FOOLING AROUND. GIVE ME SOME HELP WITH THIS JOB.
WHAT DO YOU MEAN I'M FOOLING AROUND? YOU DON'T NEED ANY HELP. YOU'RE JUST LAZY.
PAI
PAINT

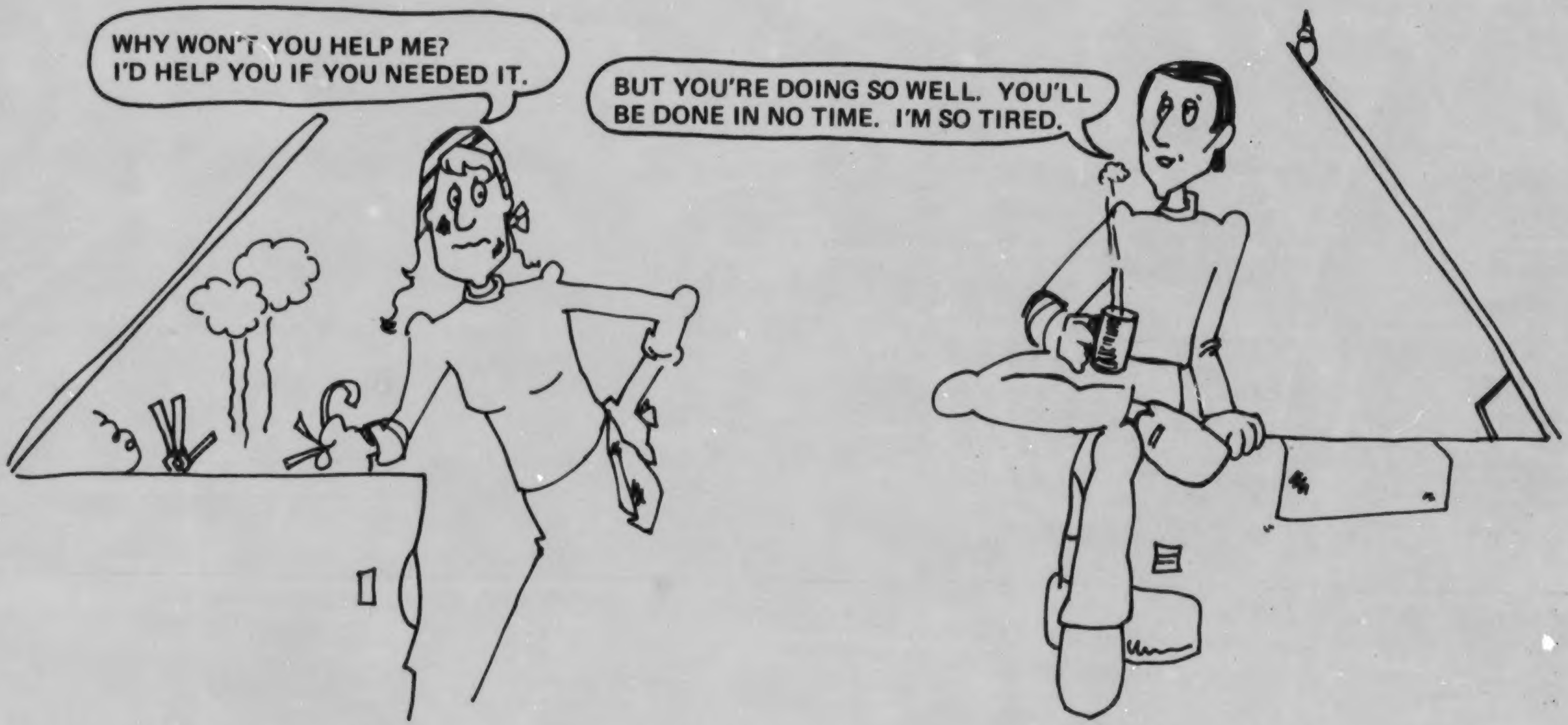
. . . say with force (such as anger) what you think, feel, or want regardless of the rights or feelings of others.

PASSIVE MESSAGES . . .


I DON'T SUPPOSE YOU WANT TO HELP ME WITH THIS, DO YOU?
DO YOU THINK I SHOULD? I HAVEN'T FINISHED MY JOB YET. OK, IF YOU INSIST, I WILL.

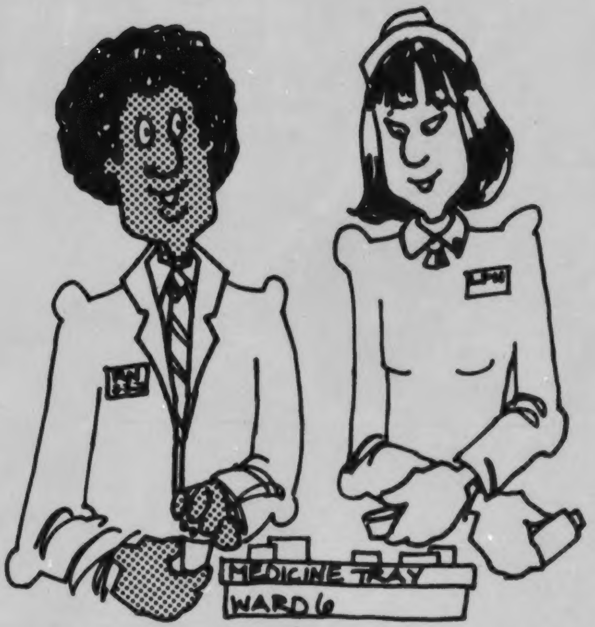
. . . say what you think others want to hear at the expense of your own feelings or needs.

INDIRECT MESSAGES . . .

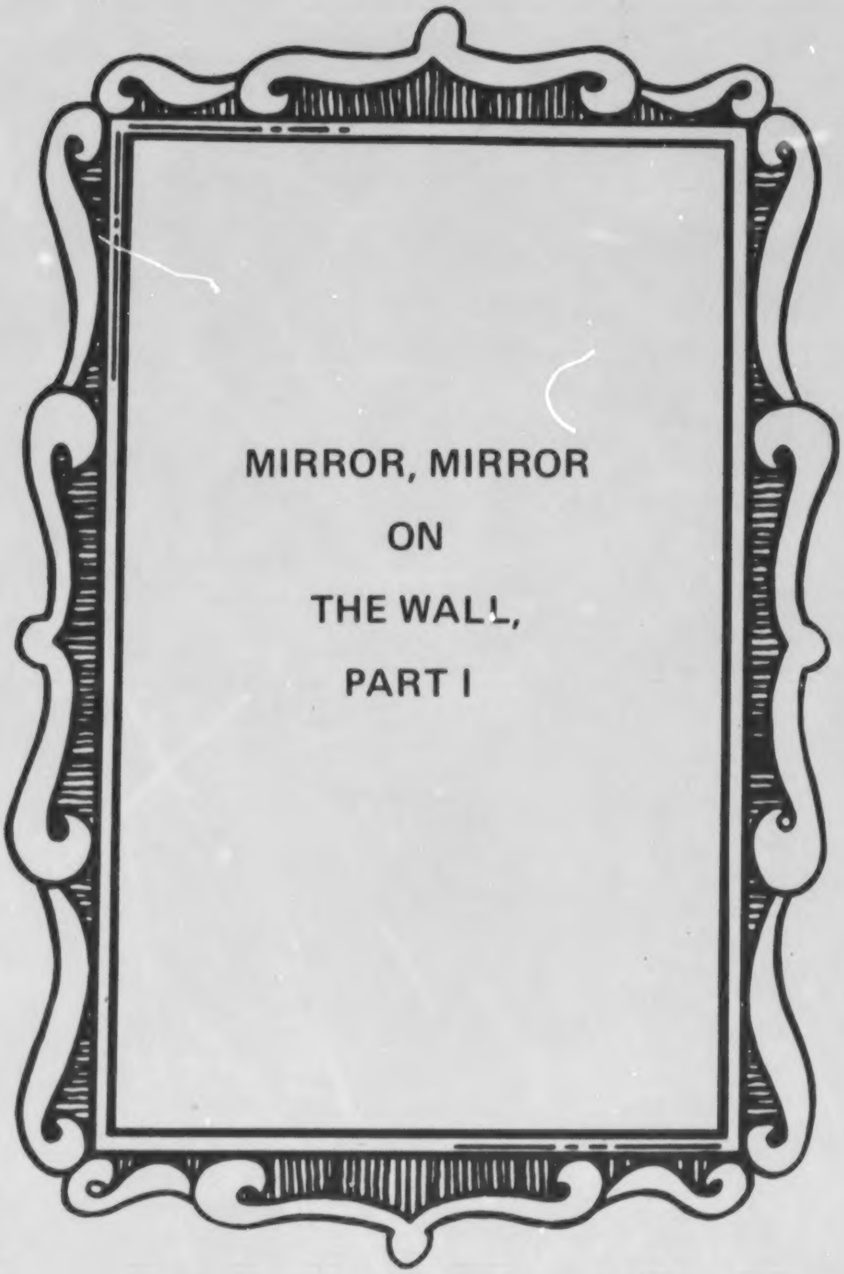

WHY WON'T YOU HELP ME?
I'D HELP YOU IF YOU NEEDED IT.
BUT YOU'RE DOING SO WELL. YOU'LL BE DONE IN NO TIME. I'M SO TIRED.

. . . say whatever will get what you want from others at the expense of your honesty or their feelings.

WHICH PAIR OF WORKERS DO YOU THINK WILL FINISH THEIR JOB FIRST?


MEDICINE TRAY
WARD 6

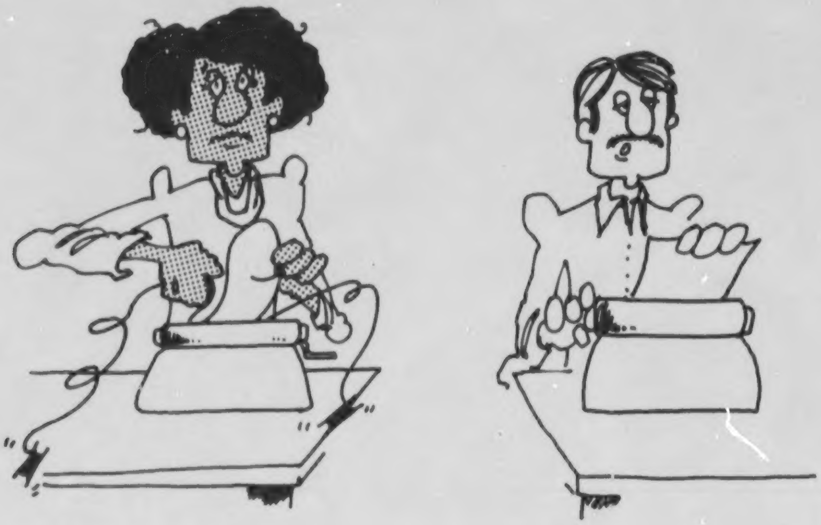
The nurses? You're probably right!



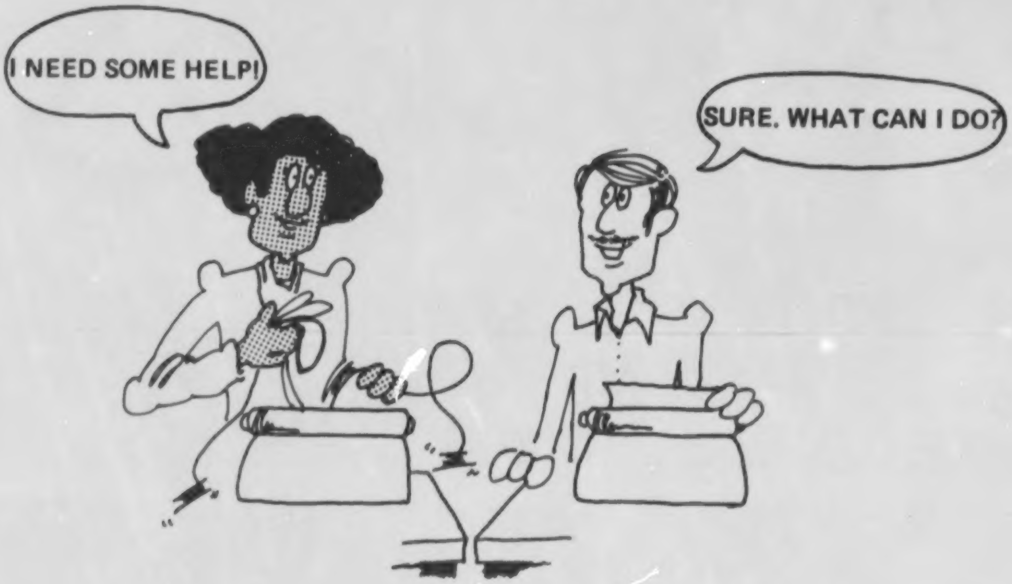
MIRROR, MIRROR
ON
THE WALL,
PART I

HOW YOUR VERBAL MESSAGES COUNT IN JOB INTERVIEWS AND WORK SITUATIONS

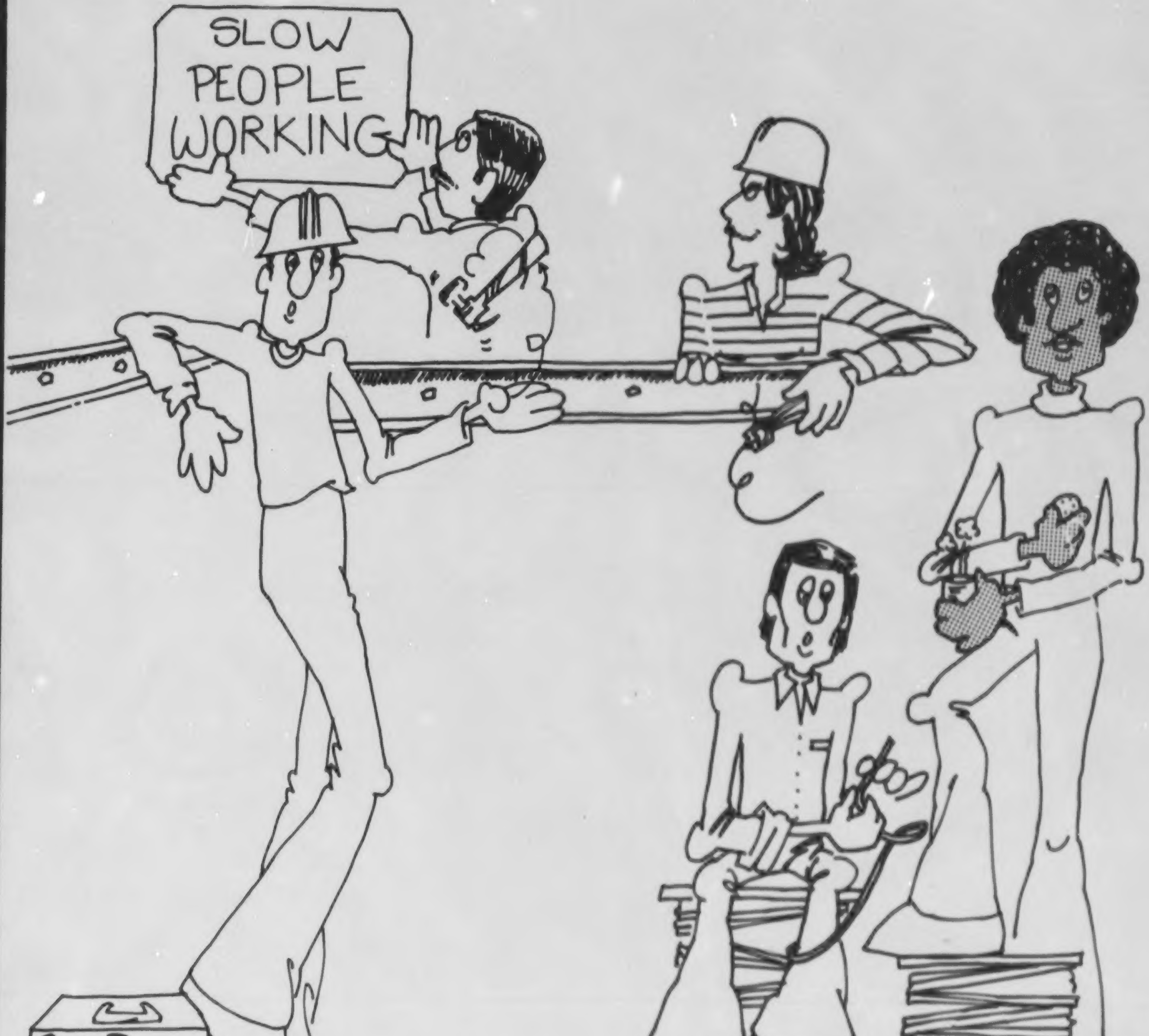
WHETHER YOU'RE A TRADITIONAL OR A NONTRADITIONAL, WORK CANNOT TAKE PLACE WITHOUT



COMMUNICATION!

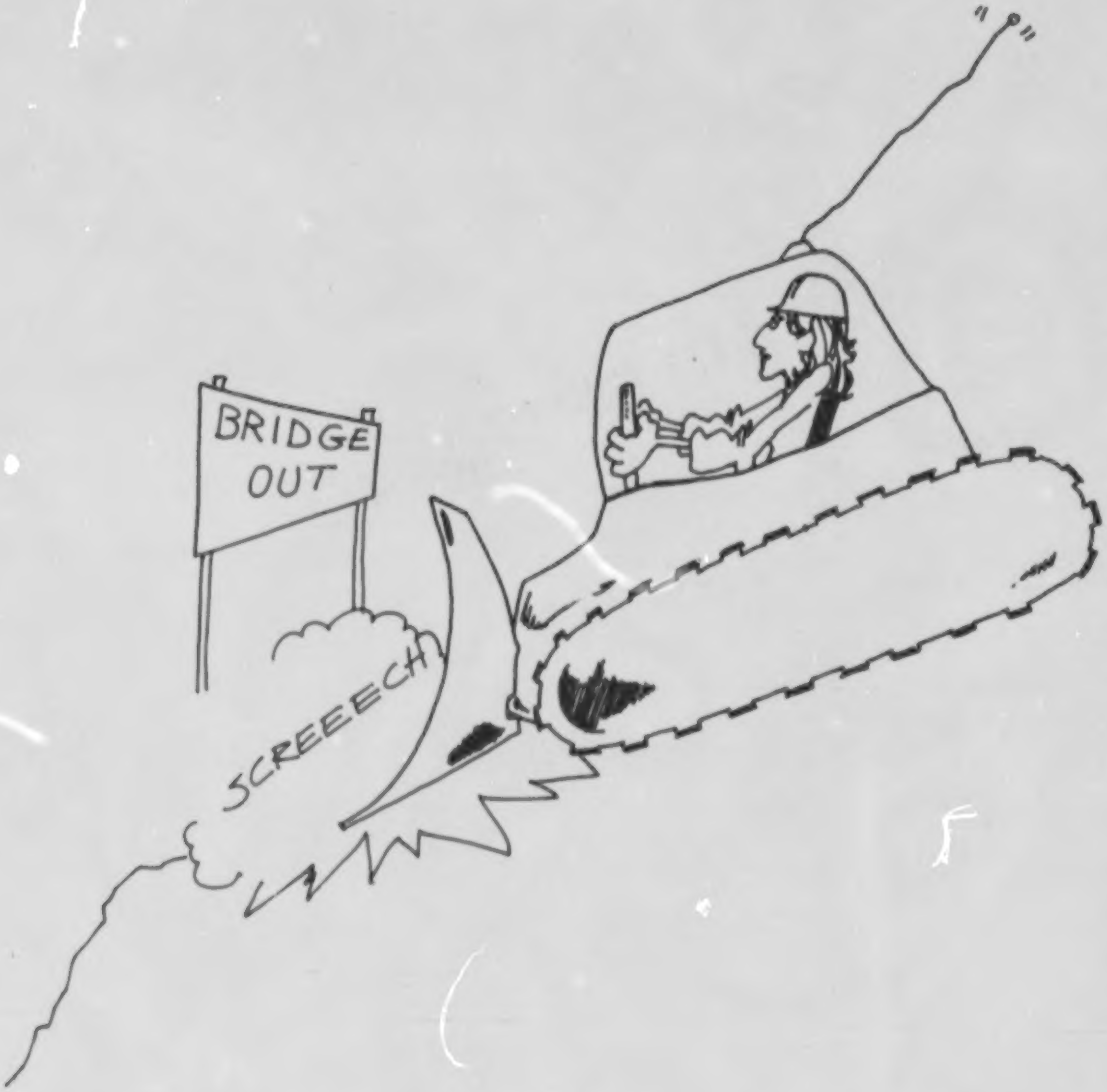

I NEED SOME HELP!
SURE. WHAT CAN I DO?

VERBAL COMMUNICATION INVOLVES SENDING MESSAGES


SLOW
PEOPLE
WORKING

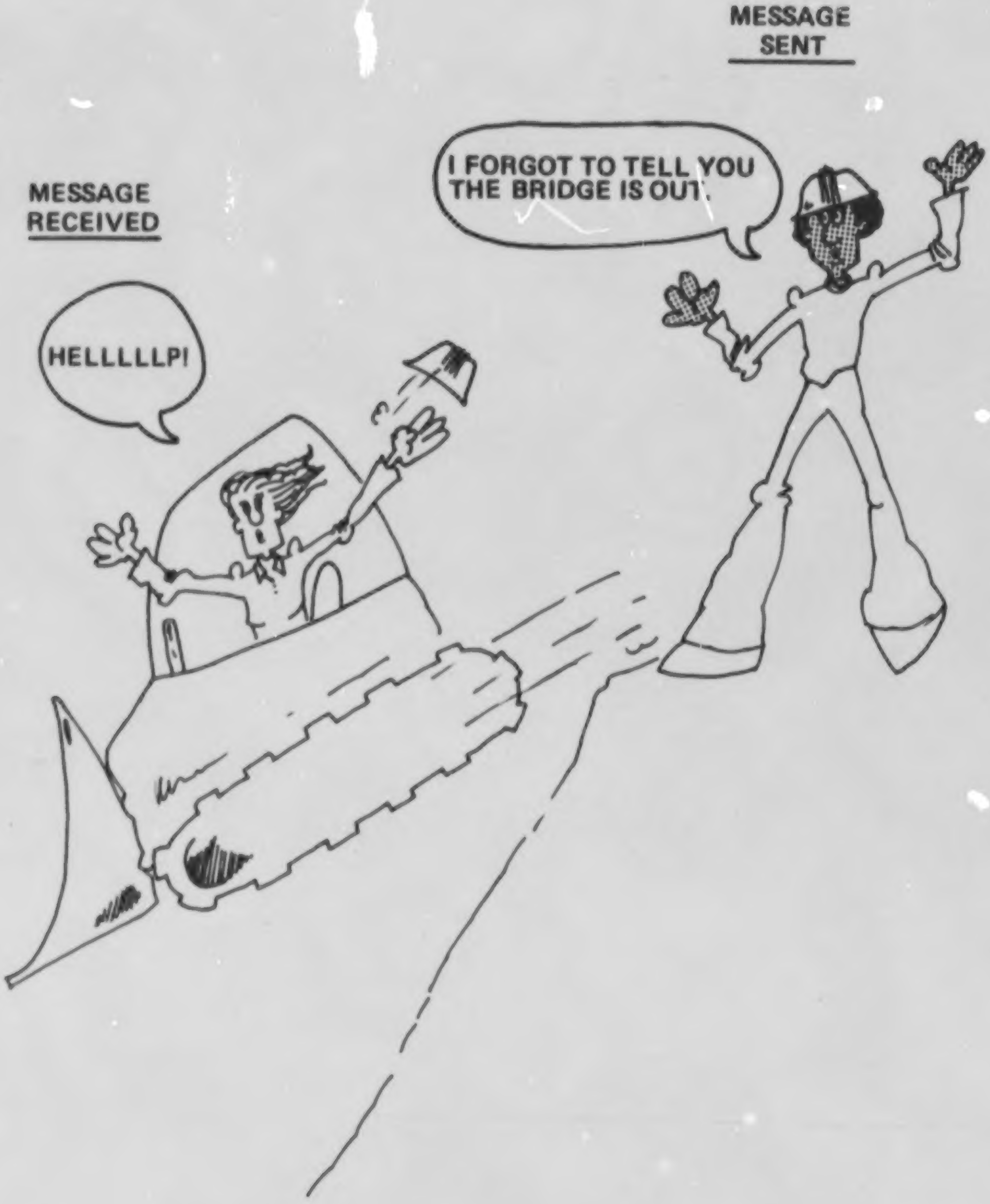
THAT THE RECEIVER CAN CLEARLY UNDERSTAND AND ⟶

VERBAL COMMUNICATION IS ALSO RECEIVING MESSAGES...


"O"
BRIDGE OUT
SCREEECH

IN A WAY THAT THE SENDER KNOWS WHETHER YOU UNDERSTAND

SO VERBAL COMMUNICATION HAS TWO KINDS OF MESSAGES . . .


MESSAGE SENT
I FORGOT TO TELL YOU THE BRIDGE IS OUT.
MESSAGE RECEIVED
HELLLLLLP!

(SOME ARE MORE EFFECTIVE THAN OTHERS!)

nonjudgmental?

responsive?

clear?

useful?

HOW COULD YOU IMPROVE UPON THE FOLLOWING VERBAL MESSAGES IN JOB INTERVIEWS AND WORK SITUATIONS?

concise?

attentive?

considerate?

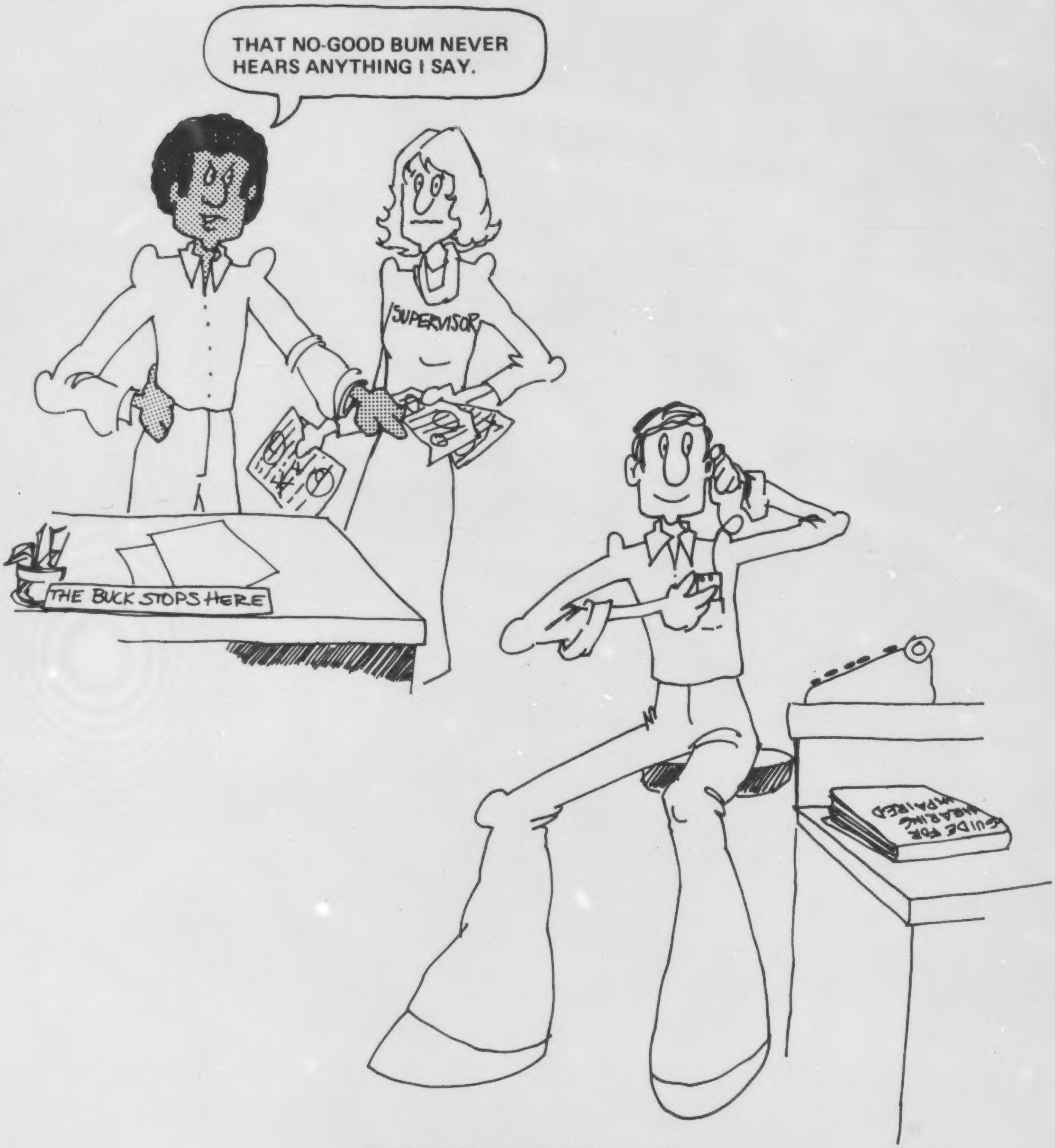
timely?

descriptive?

accurate?

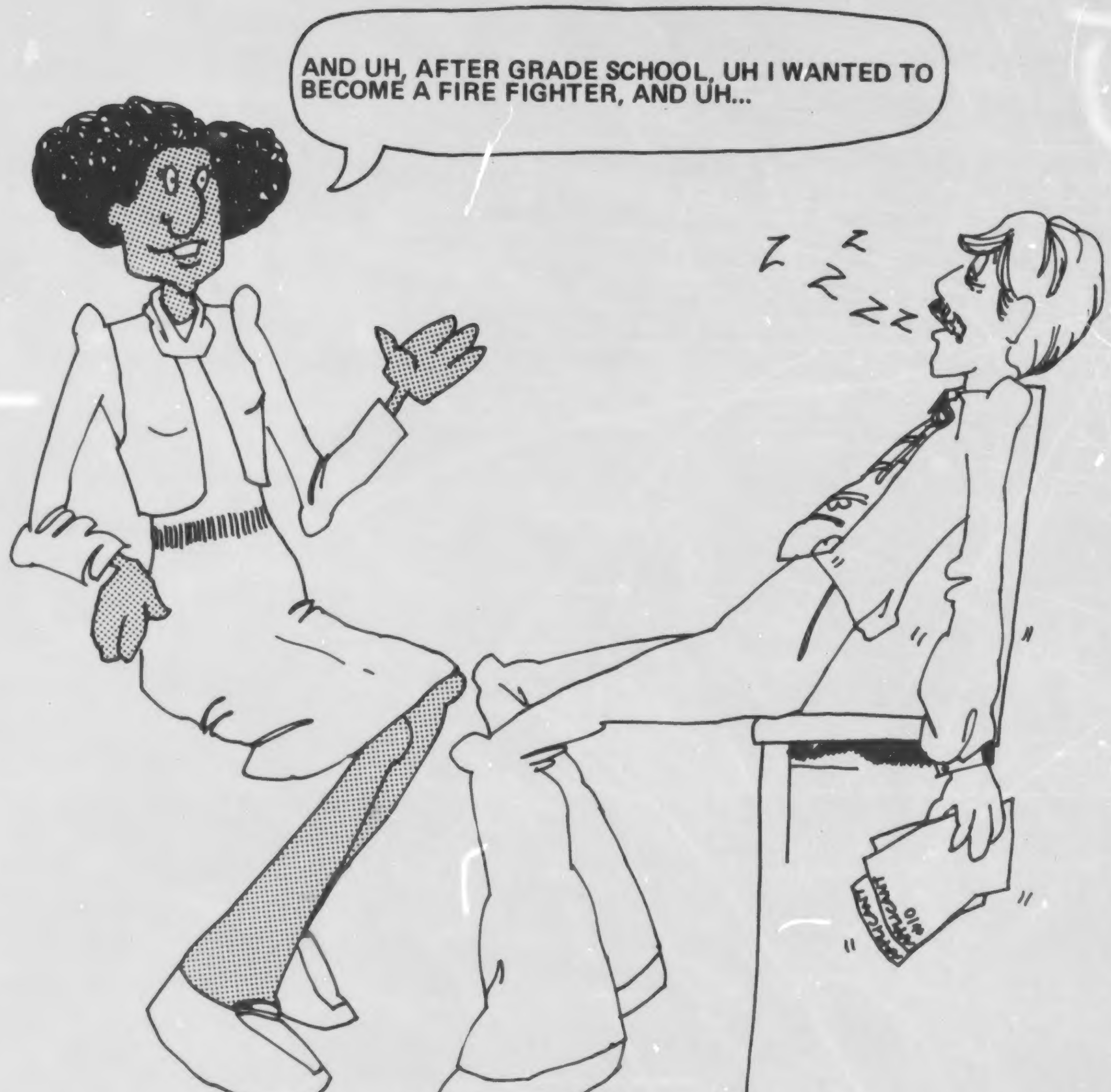
appropriate?

2. SENDING SKILLS


THAT NO-GOOD BUM NEVER HEARS ANYTHING I SAY.
SUPERVISOR
THE BUCK STOPS HERE
GUIDE FOR HEARING IMPAIRED

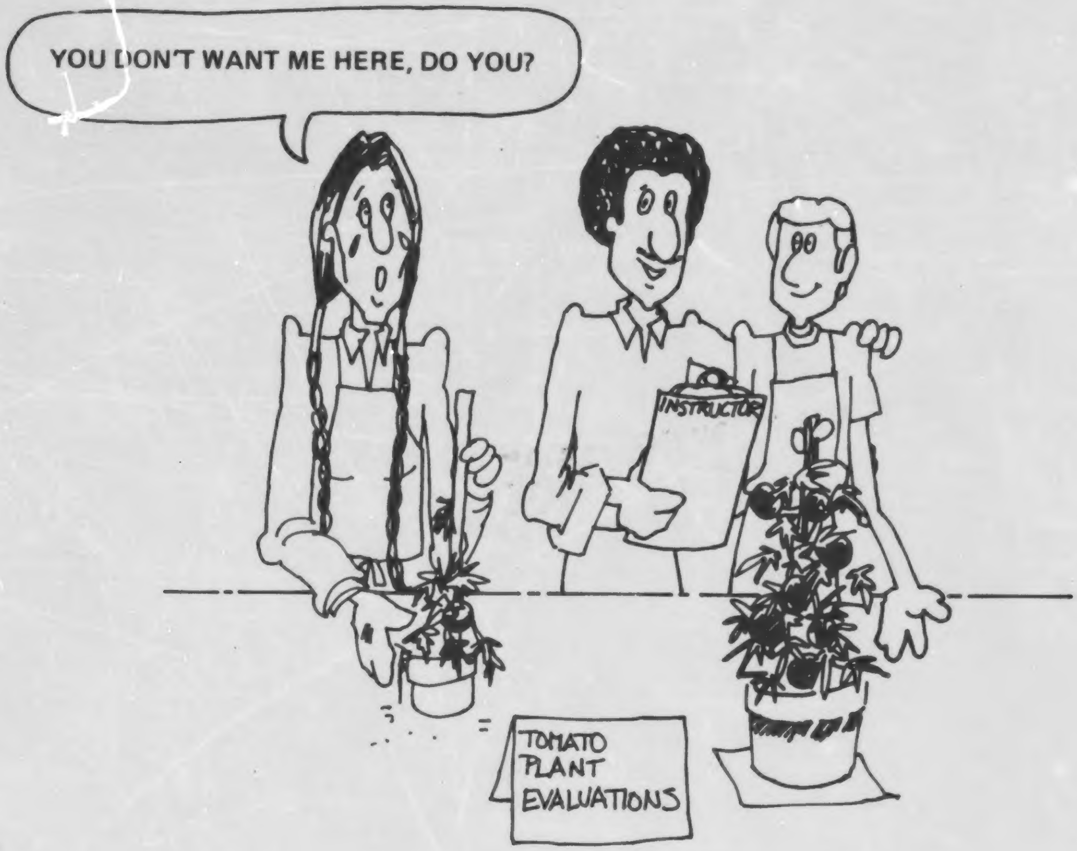
DESCRIBE; DON'T JUDGE.

3. SENDING SKILLS


AND UH, AFTER GRADE SCHOOL, UH I WANTED TO BECOME A FIRE FIGHTER, AND UH...

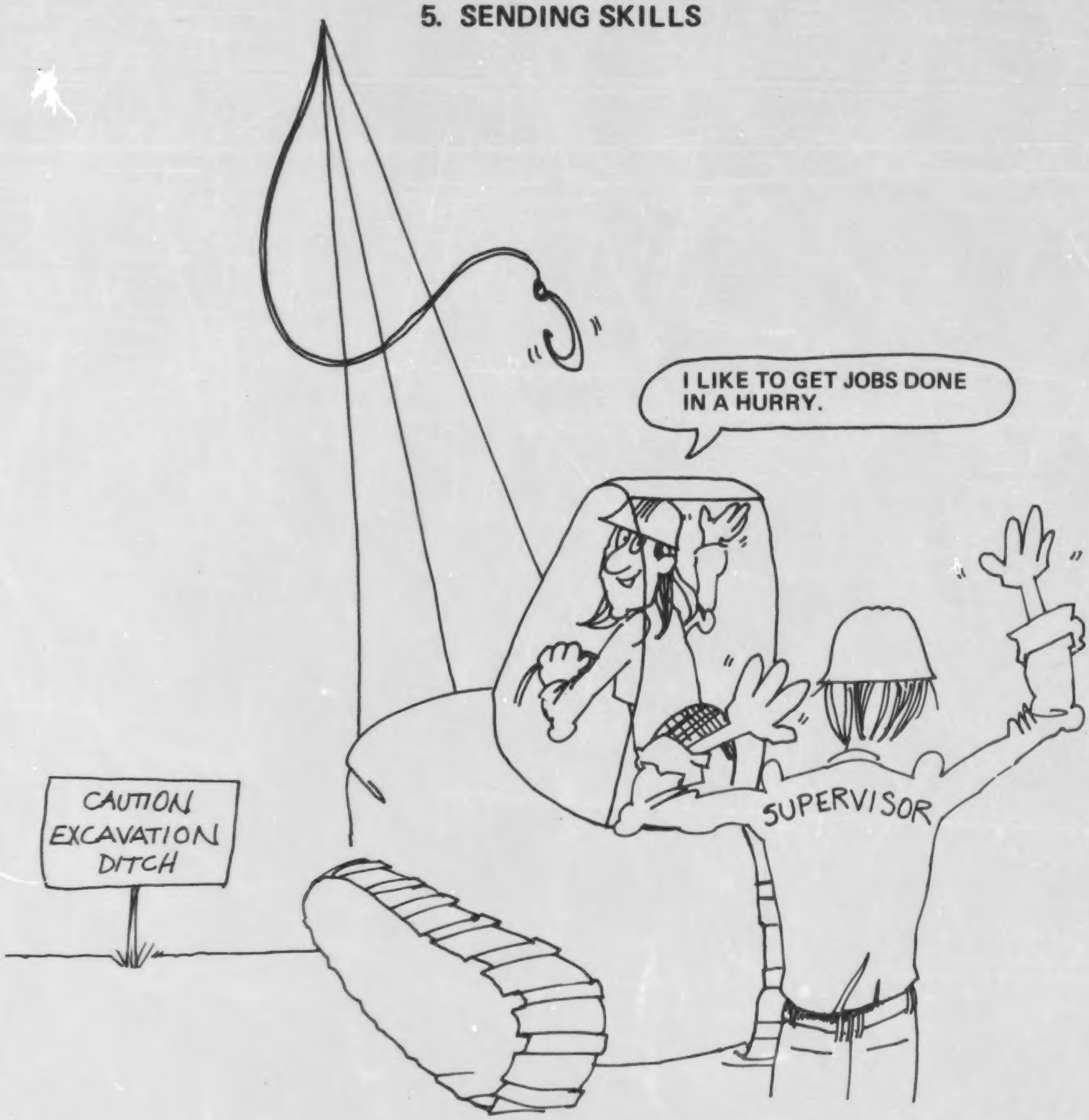
KEEP IT CLEAR AND CONCISE.

4. SENDING SKILLS


YOU DON'T WANT ME HERE, DO YOU?
INSTRUCTOR
TOMATO PLANT EVALUATIONS

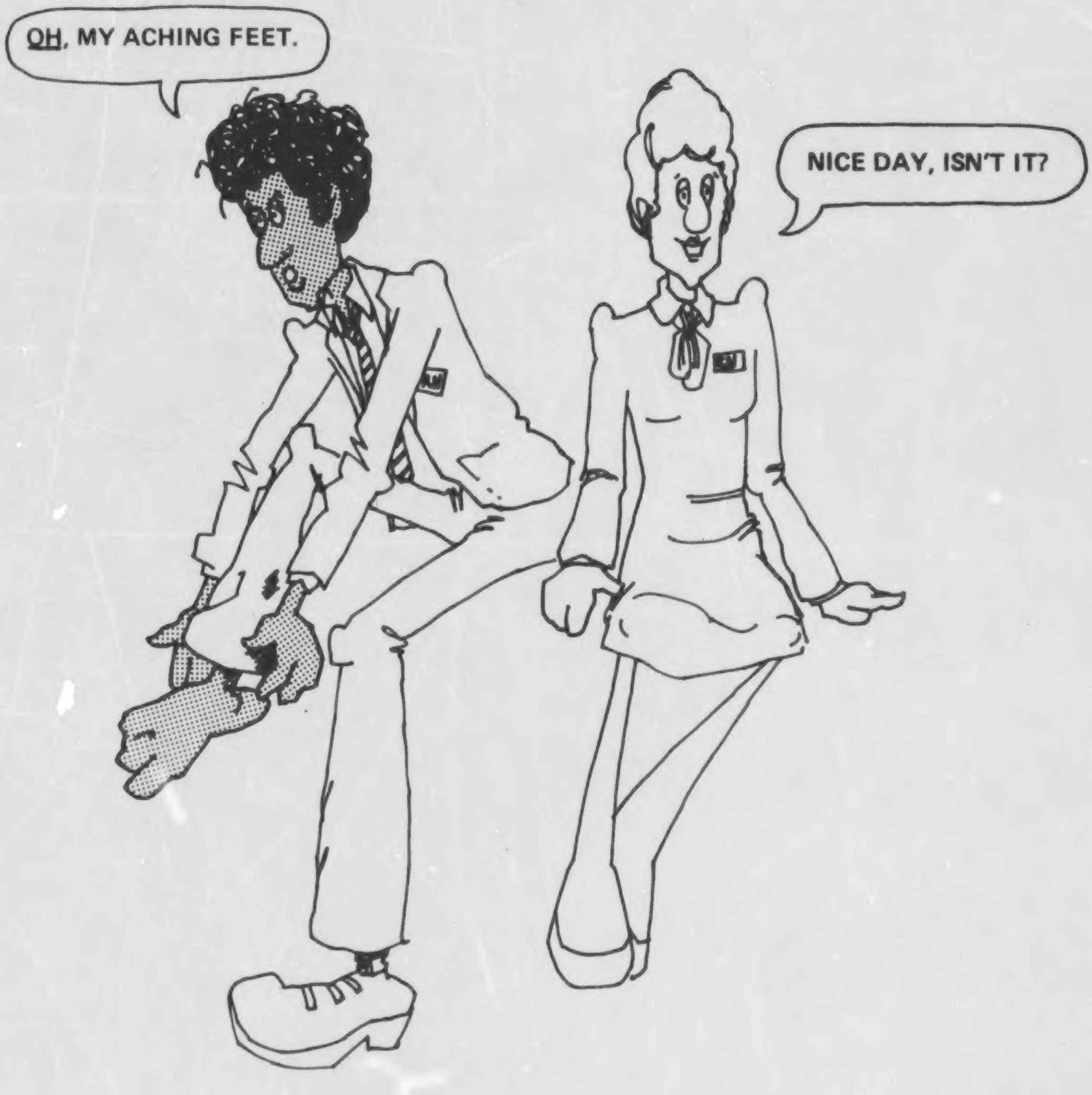
DESCRIBE YOUR RELATIONSHIPS AS YOU SEE THEM; DON'T JUDGE FOR OTHERS.

5. SENDING SKILLS


I LIKE TO GET JOBS DONE IN A HURRY.
CAUTION EXCAVATION DITCH
SUPERVISOR

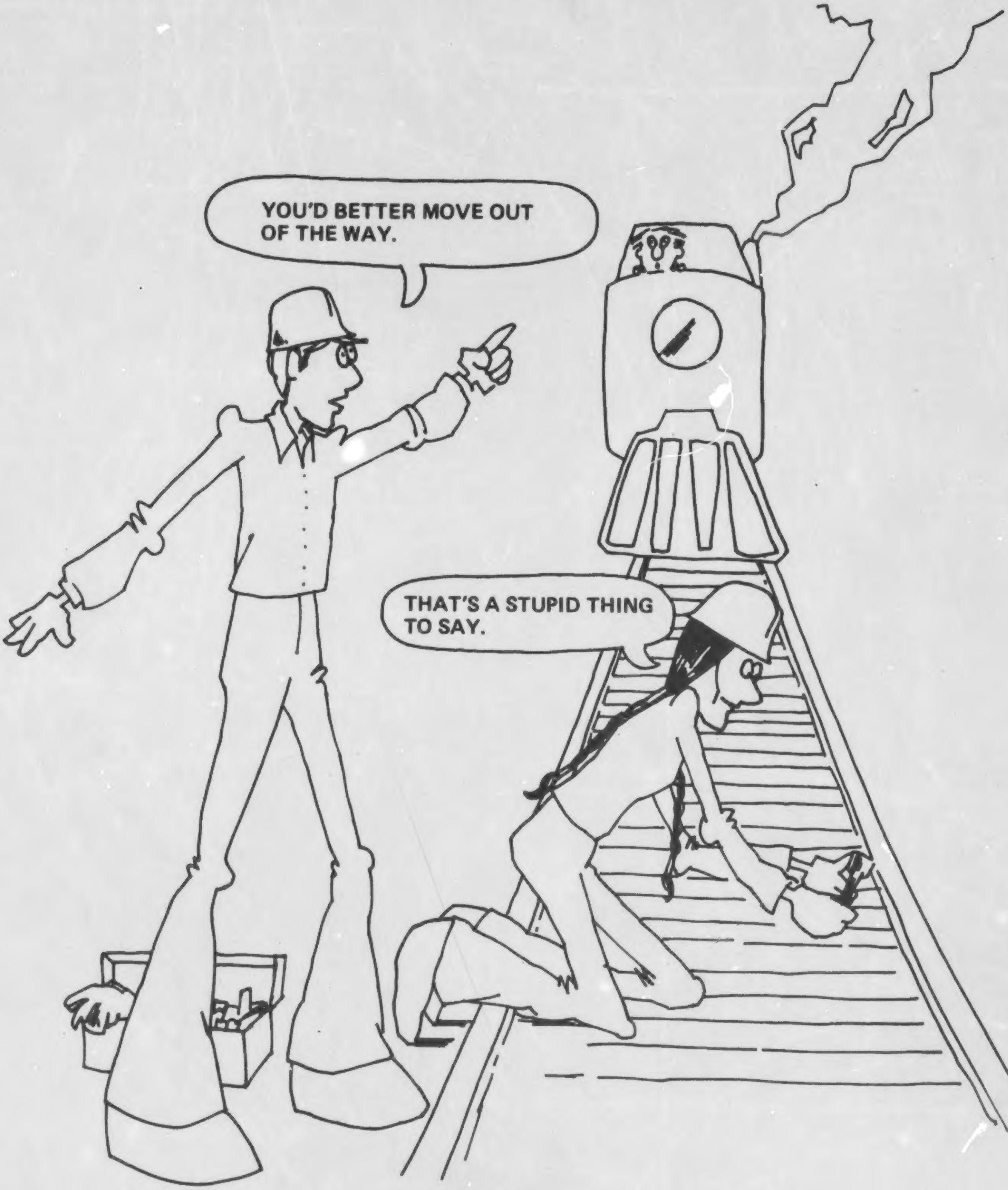
CONSIDER THE LISTENER'S PERSPECTIVE.

6. RECEIVING SKILLS


OH, MY ACHING FEET.
NICE DAY, ISN'T IT?

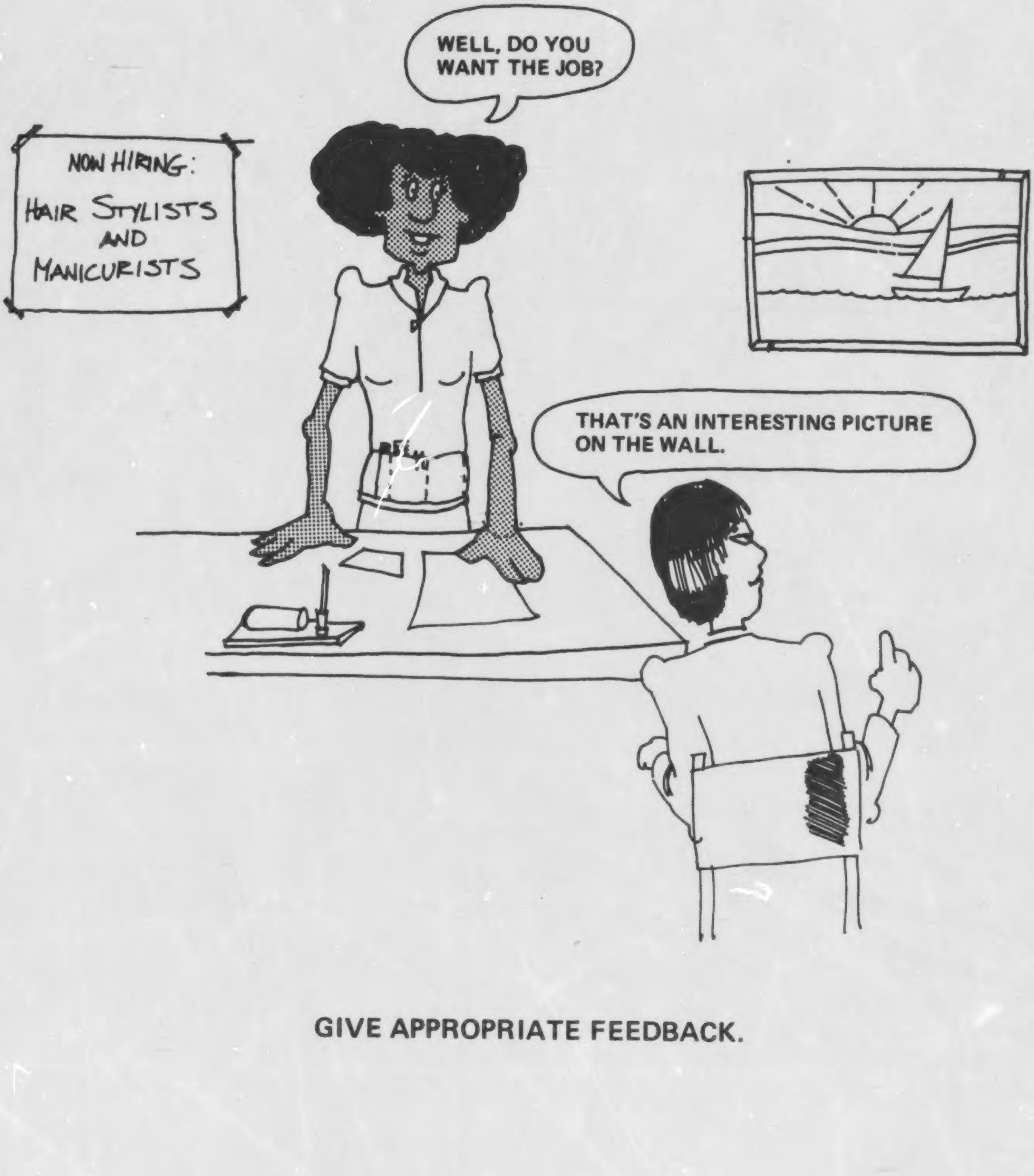
LISTEN ATTENTIVELY.

7. RECEIVING SKILLS


YOU'D BETTER MOVE OUT OF THE WAY.
THAT'S A STUPID THING TO SAY.

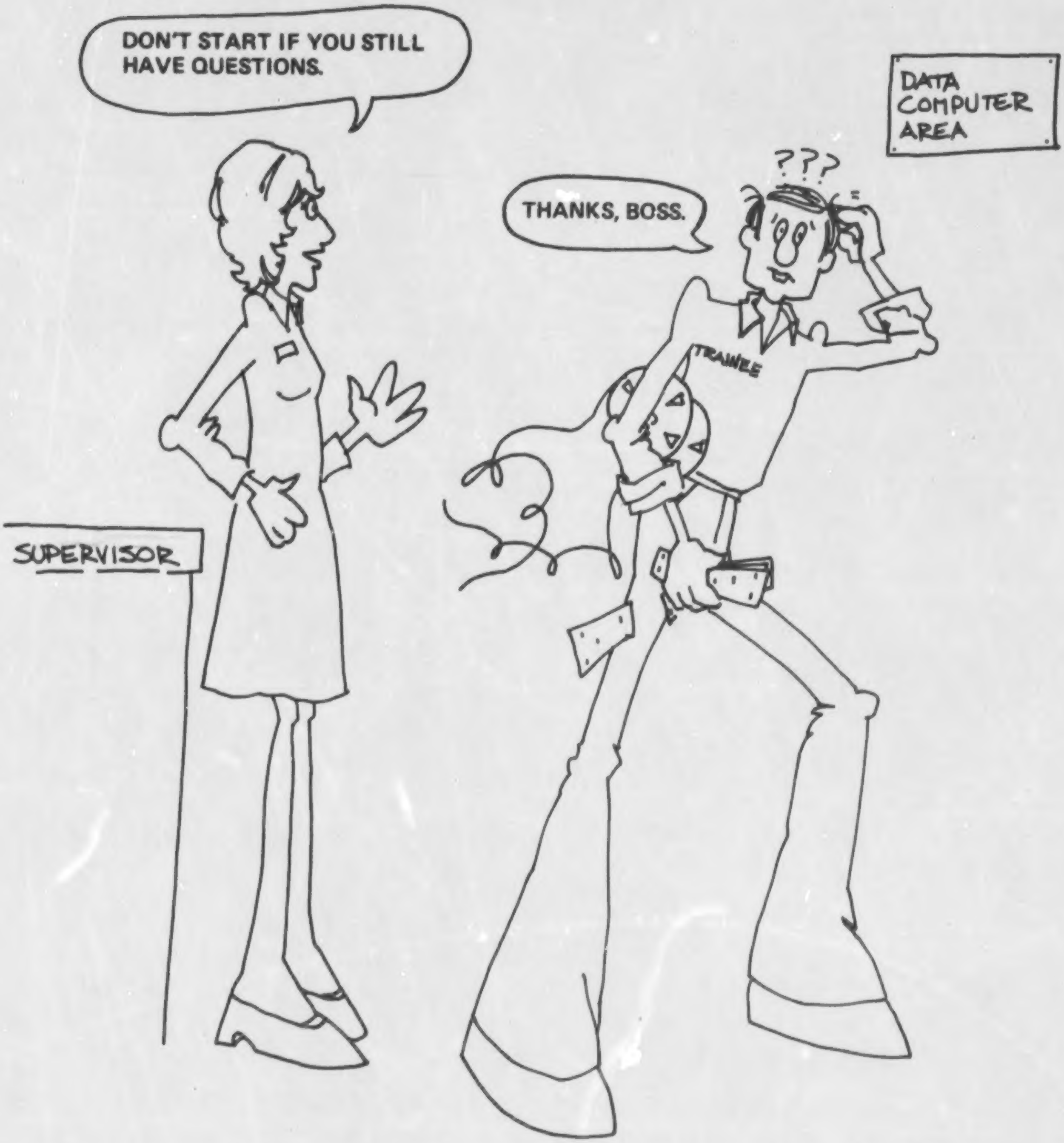
PARAPHRASE; DON'T JUDGE.

8. RECEIVING SKILLS


WELL, DO YOU WANT THE JOB?
NOW HIRING: HAIR STYLISTS AND MANICURISTS
THAT'S AN INTERESTING PICTURE ON THE WALL.

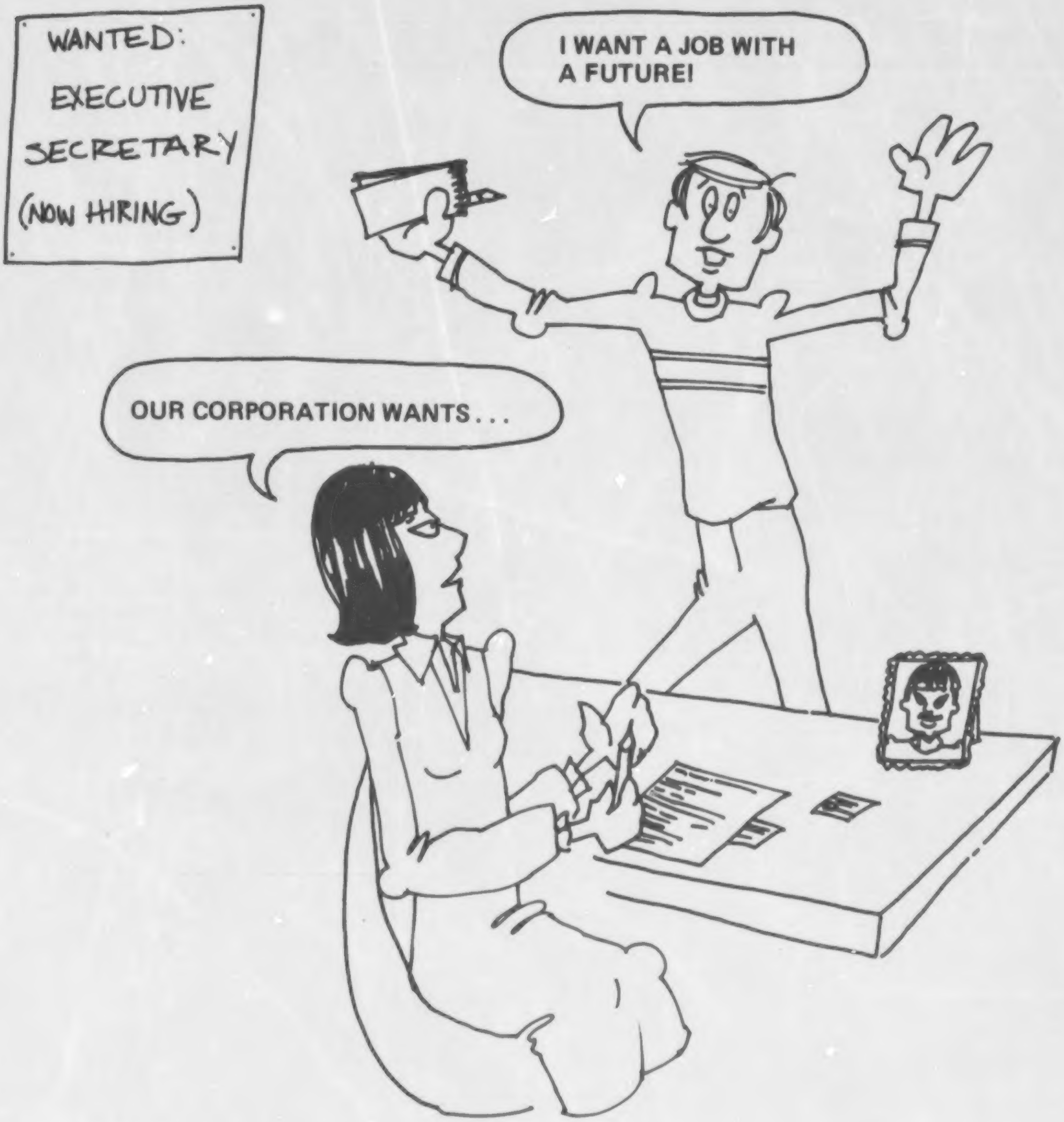
GIVE APPROPRIATE FEEDBACK.

9. RECEIVING SKILLS


DON'T START IF YOU STILL HAVE QUESTIONS.
THANKS, BOSS.
DATA COMPUTER AREA
???
TRAINEE
SUPERVISOR

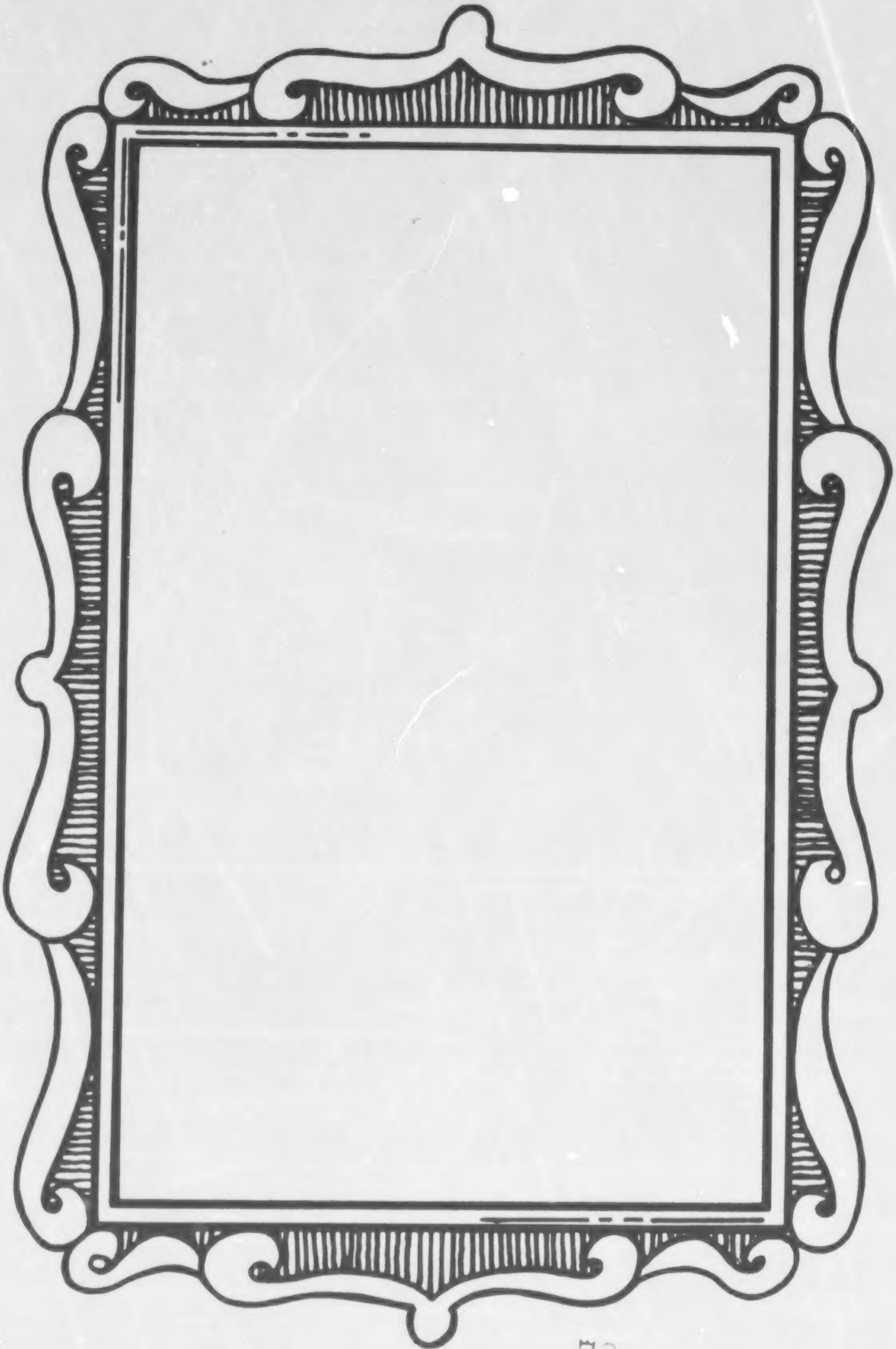
ASK QUESTIONS IF YOU DON'T UNDERSTAND.

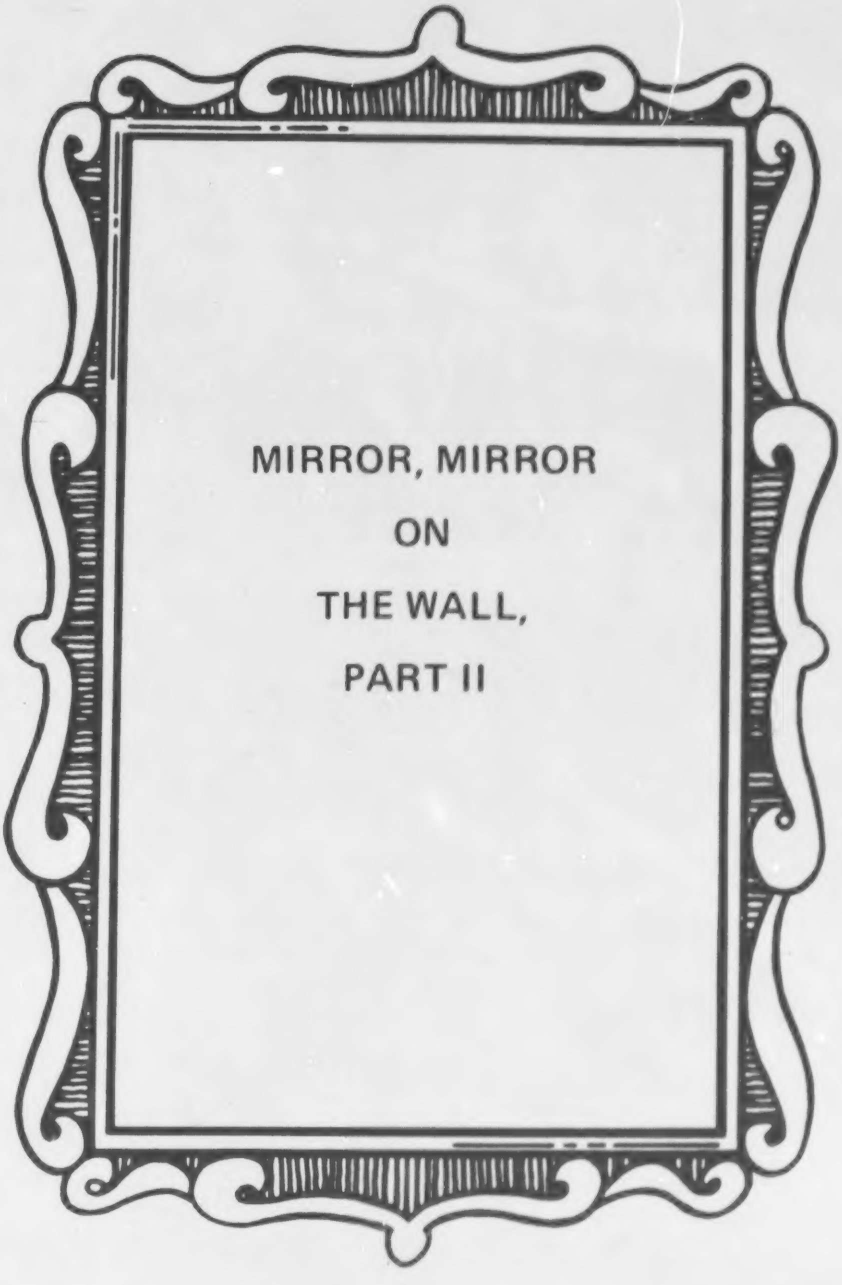
10. RECEIVING SKILLS


WANTED:
EXECUTIVE
SECRETARY
(NOW HIRING)
I WANT A JOB WITH A FUTURE!
OUR CORPORATION WANTS . . .

HEAR THE SPEAKER OUT; DON'T INTERRUPT.

GUIDELINES FOR ENHANCING VERBAL SKILLS

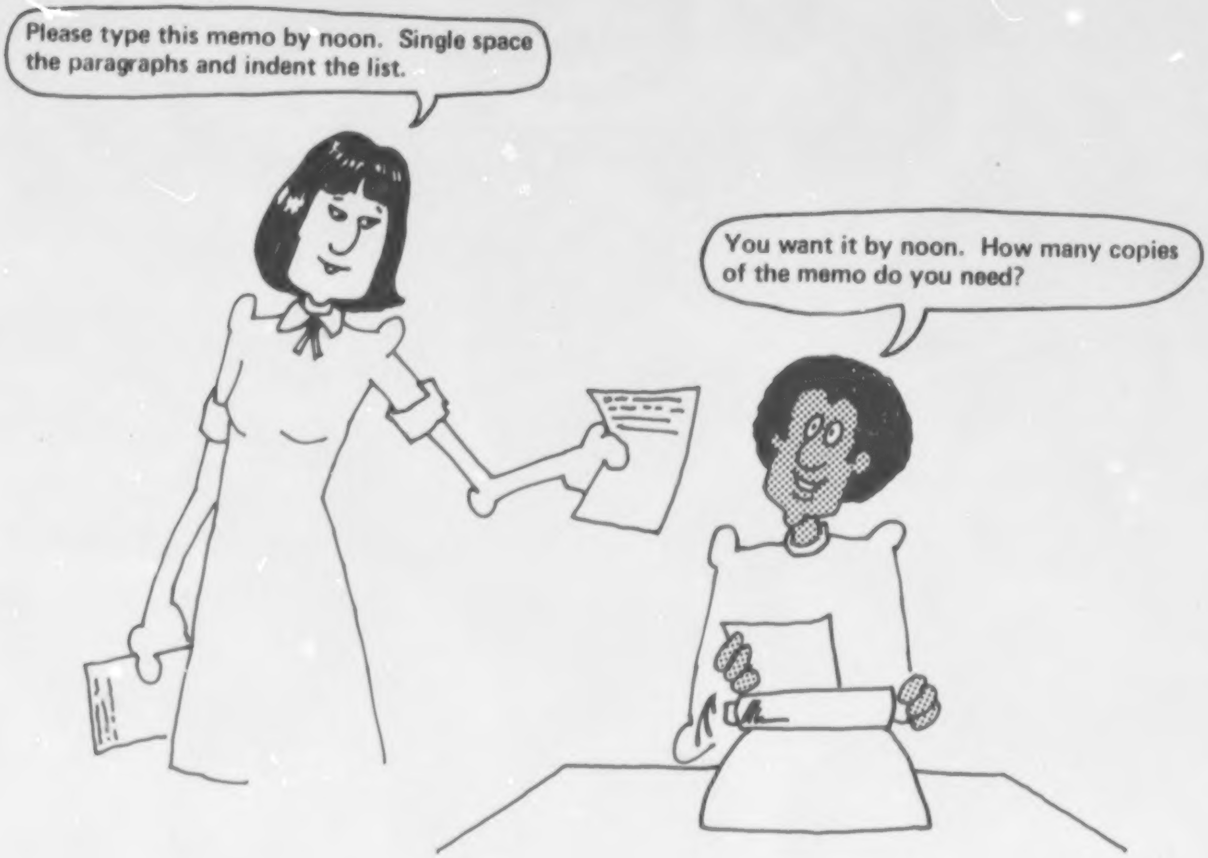




MIRROR, MIRROR
ON
THE WALL,
PART II

HOW YOUR NONVERBAL MESSAGES COUNT IN JOB INTERVIEWS AND WORK SITUATIONS

WHETHER YOU'RE A TRADITIONAL OR NONTRADITIONAL, TO COMMUNICATE FEELINGS CLEARLY TO COWORKERS . . .


Please type this memo by noon. Single space the paragraphs and indent the list.
You want it by noon. How many copies of the memo do you need?

. . . YOU NEED BOTH

✓ **VERBAL** — her Direction, his Question

AND

✓ **NONVERBAL** — her Smile, his Attentiveness

SKILLS

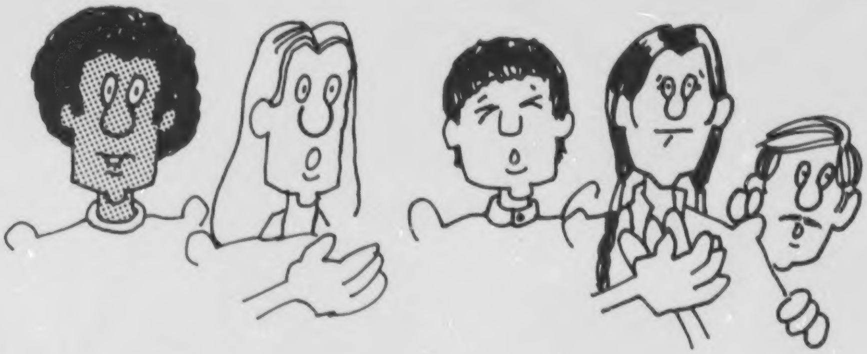
HOW DO TRADITIONALS AND NONTRADITIONALS GIVE NONVERBAL MESSAGES?

LOTS OF WAYS THROUGH

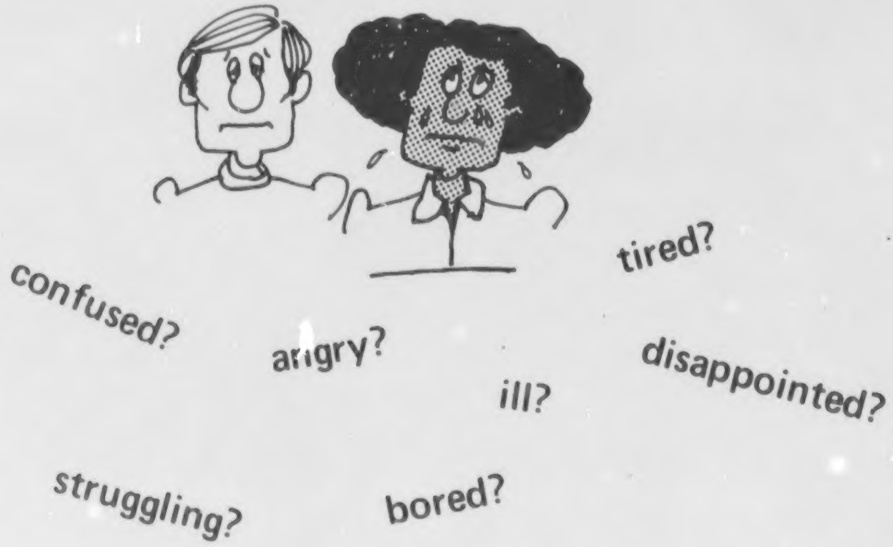
- BODY POSTURE
- MOVEMENT
- FACIAL EXPRESSION
- GESTURES
- TEARS
- TOUCHING
- EYE CONTACT
- USE OF SPACE
- USE OF TIME
- TONE OF VOICE
- RATE OF SPEECH
- CLOTHING
- OVERALL APPEARANCE

WHY ARE NONVERBAL MESSAGES HARDER TO UNDERSTAND THAN WORDS?

✓ A FEELING CAN BE EXPRESSED IN SEVERAL WAYS.

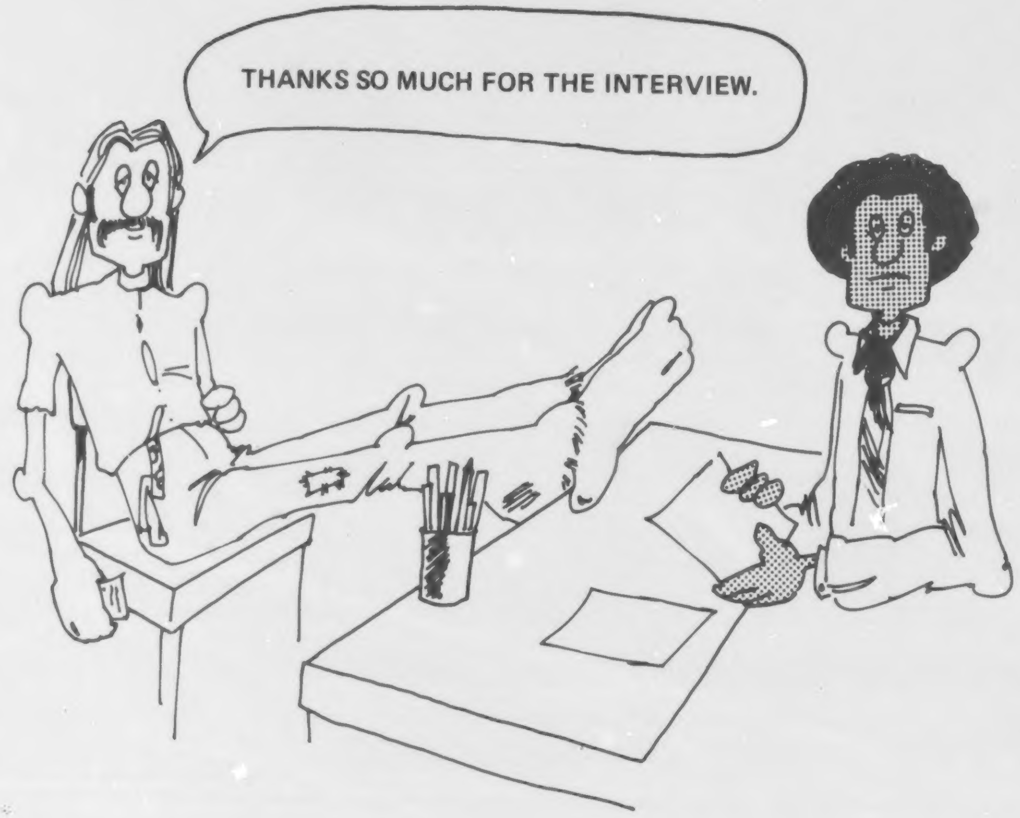


✓ A NONVERBAL CUE CAN MEAN DIFFERENT THINGS.


confused?
angry?
tired?
ill?
disappointed?
struggling?
bored?

WHEN ARE THERE PROBLEMS WITH VERBAL AND NONVERBAL COMMUNICATION?

IF THE TWO MESSAGES DON'T AGREE!

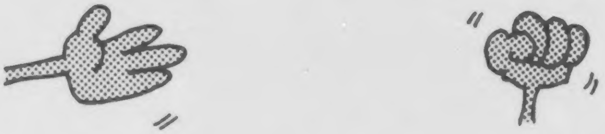

THANKS SO MUCH FOR THE INTERVIEW.

WOULD YOU HIRE THIS PERSON?

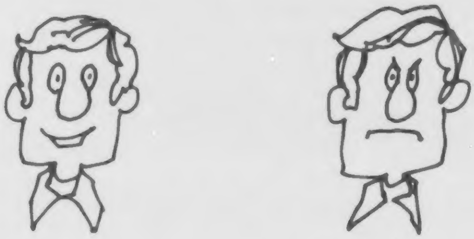
WHY ARE NONVERBAL MESSAGES IMPORTANT?

BECAUSE THEY

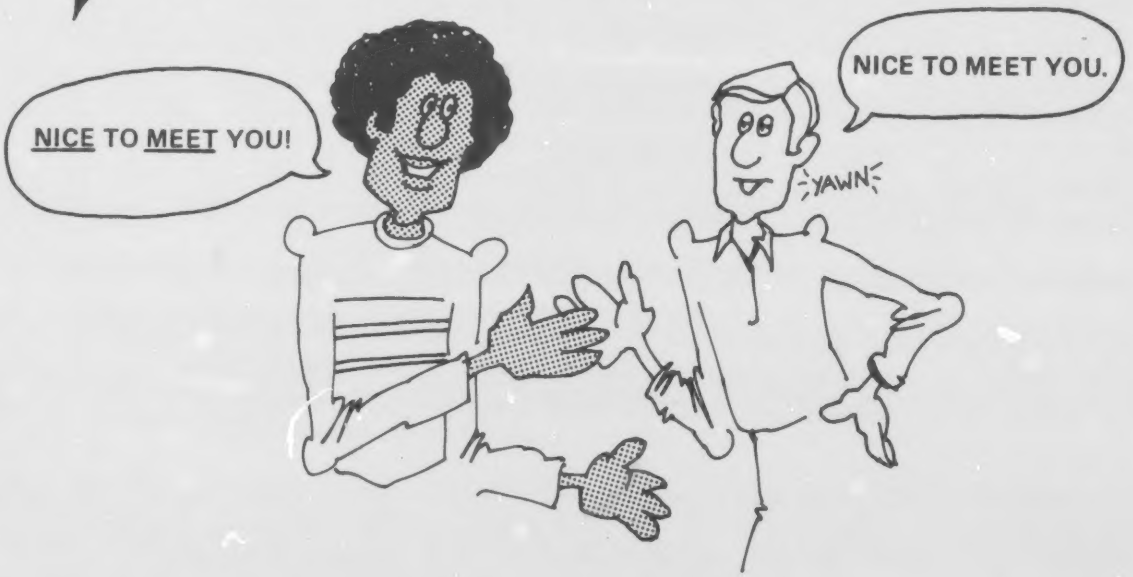
✓ MAKE CLEAR THE TYPE OF INTERACTION



✓ SHOW WHAT OTHERS THINK AND FEEL ABOUT US (AND VICE VERSA)

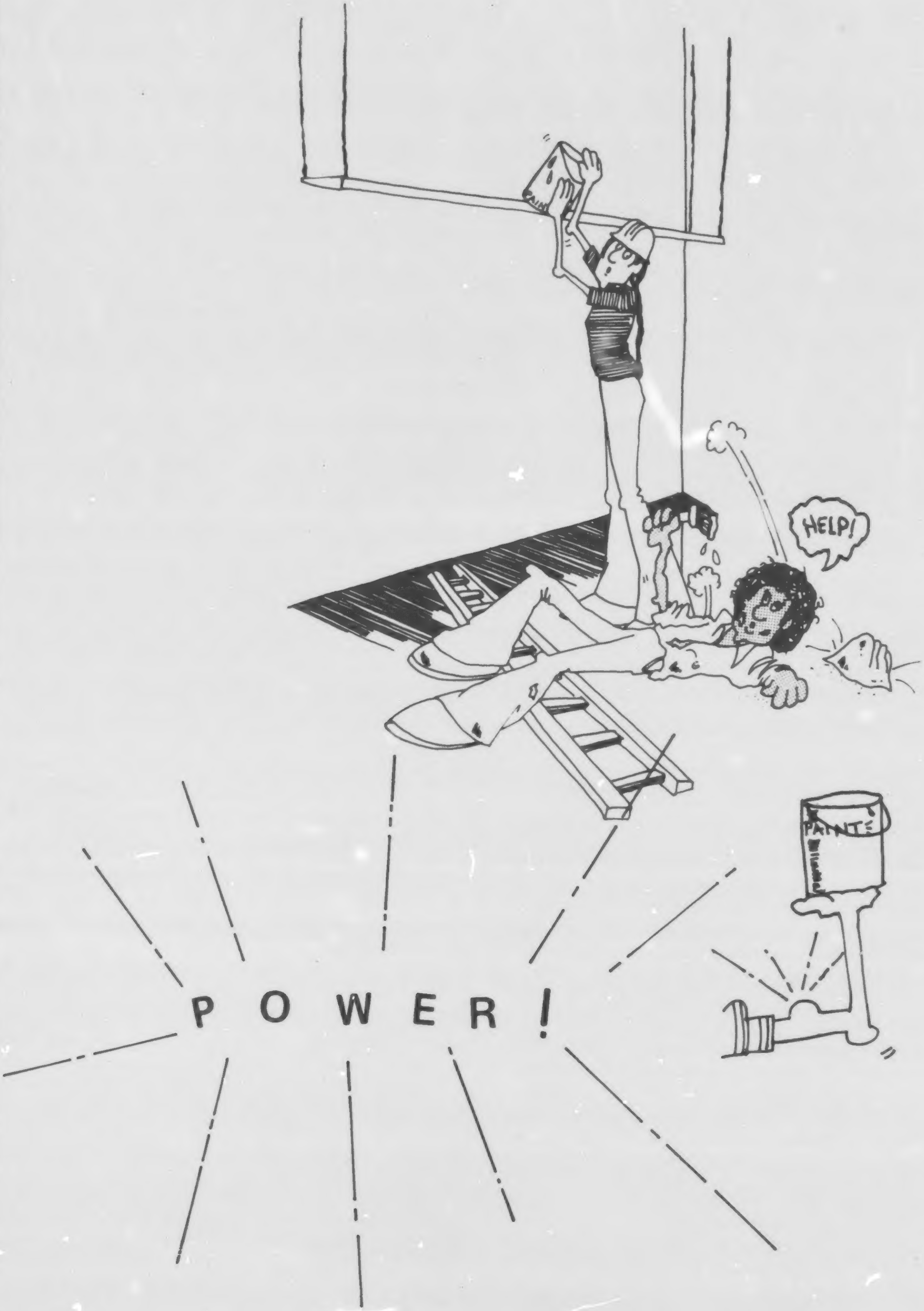


✓ REVEAL THE SINCERITY OF WHAT IS SAID


NICE TO MEET YOU!
NICE TO MEET YOU.
YAWN

AND

✓ FAR SURPASS VERBAL MESSAGES IN . . . →


HELP!
PAINT
PAINT
POWER!

appropriate?

spontaneous?

HOW COULD YOU IMPROVE UPON

THE FOLLOWING

NONVERBAL MESSAGES

IN JOB INTERVIEWS

AND WORK SITUATIONS?

dynamic?

sensitive?

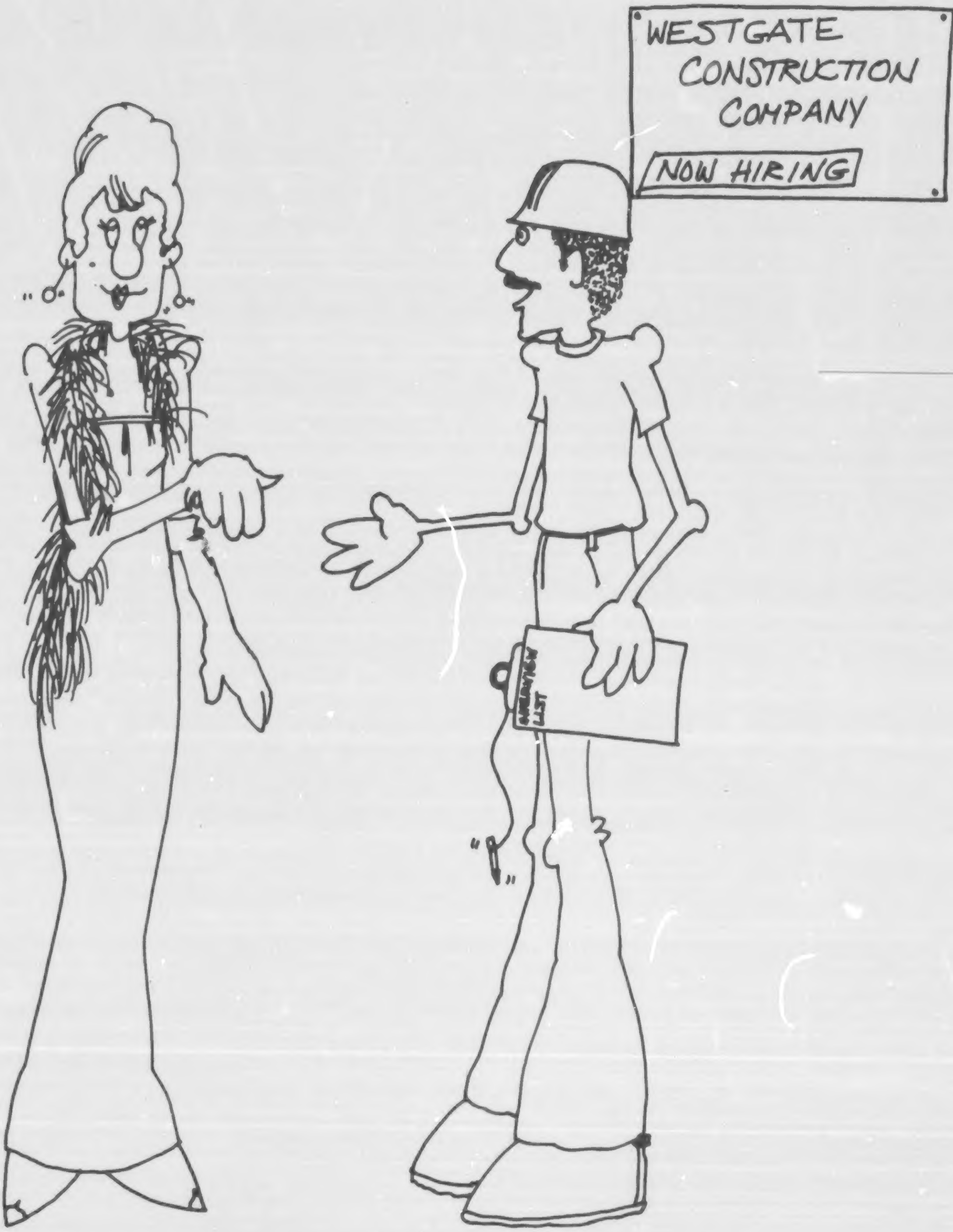
positive?

specific?

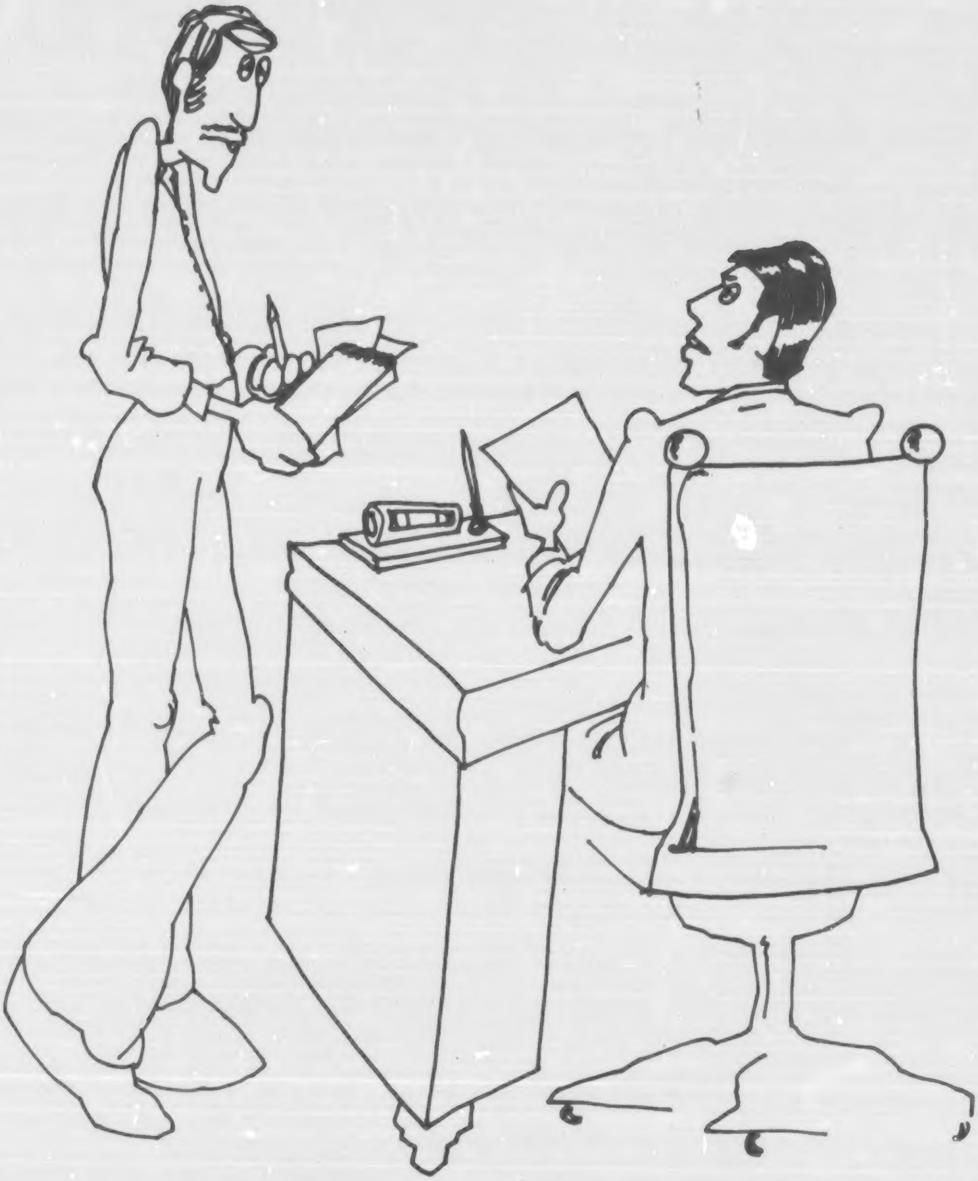
committed?

informative?

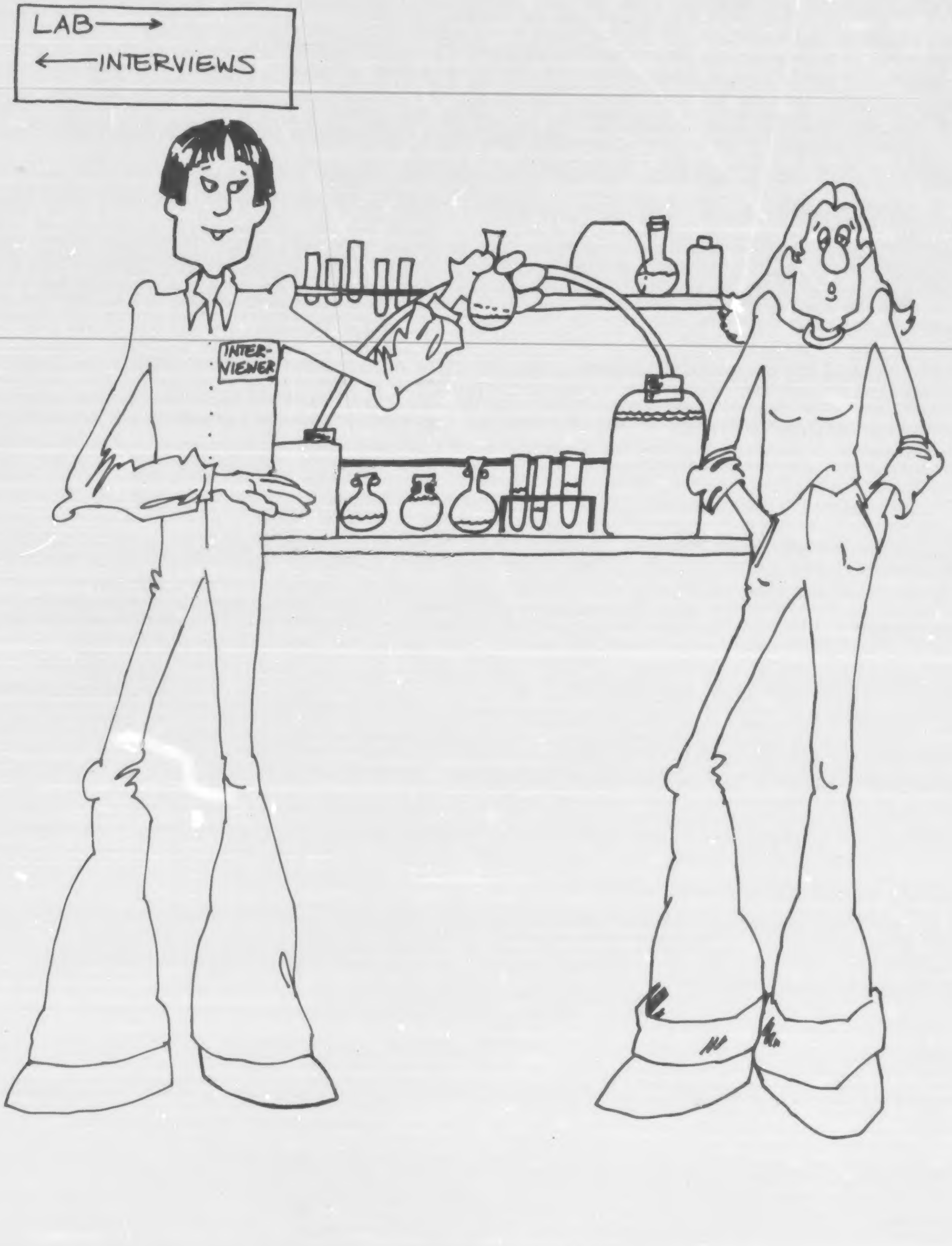
1.


WESTGATE CONSTRUCTION COMPANY
NOW HIRING
LIST

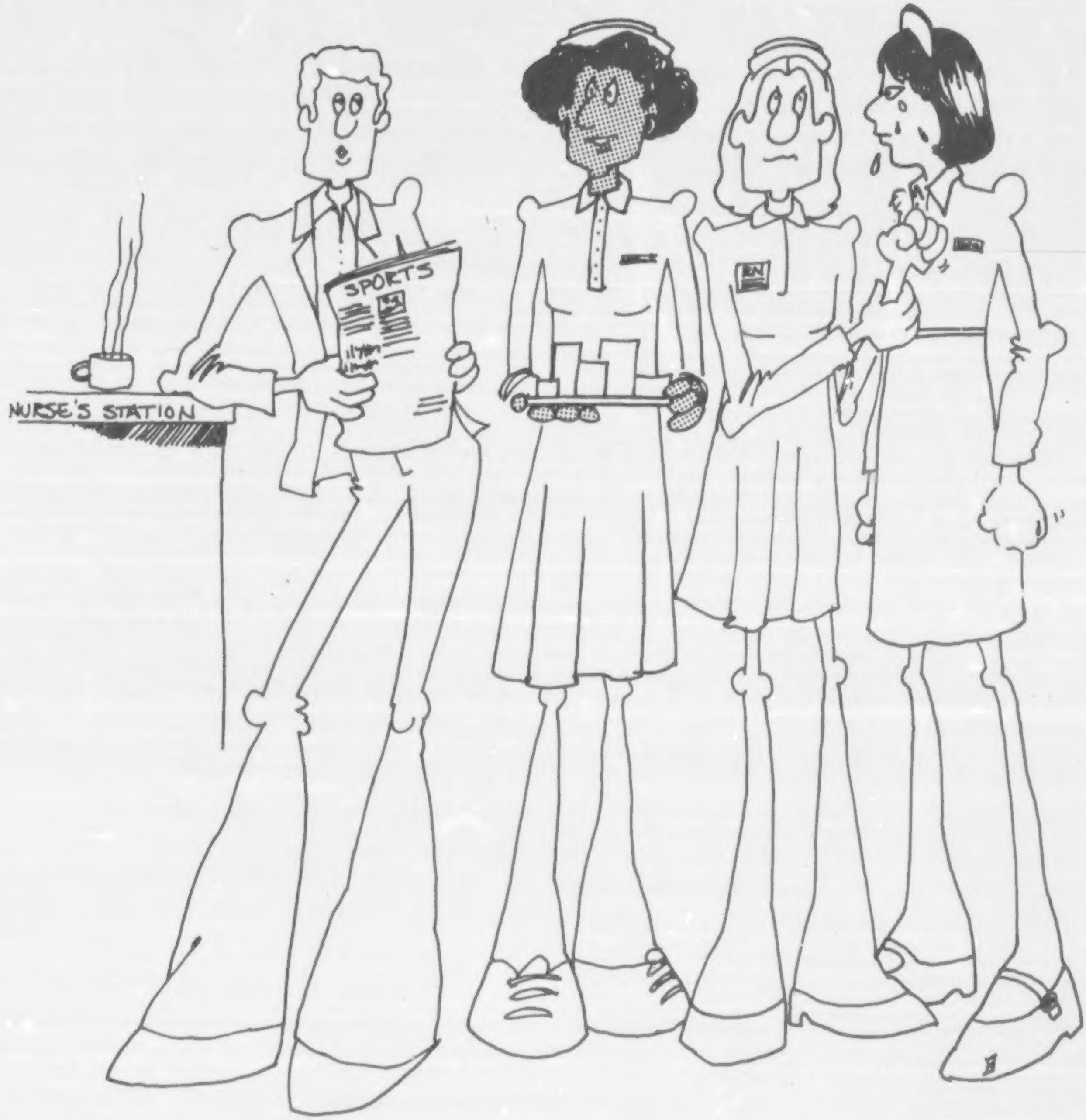
2.



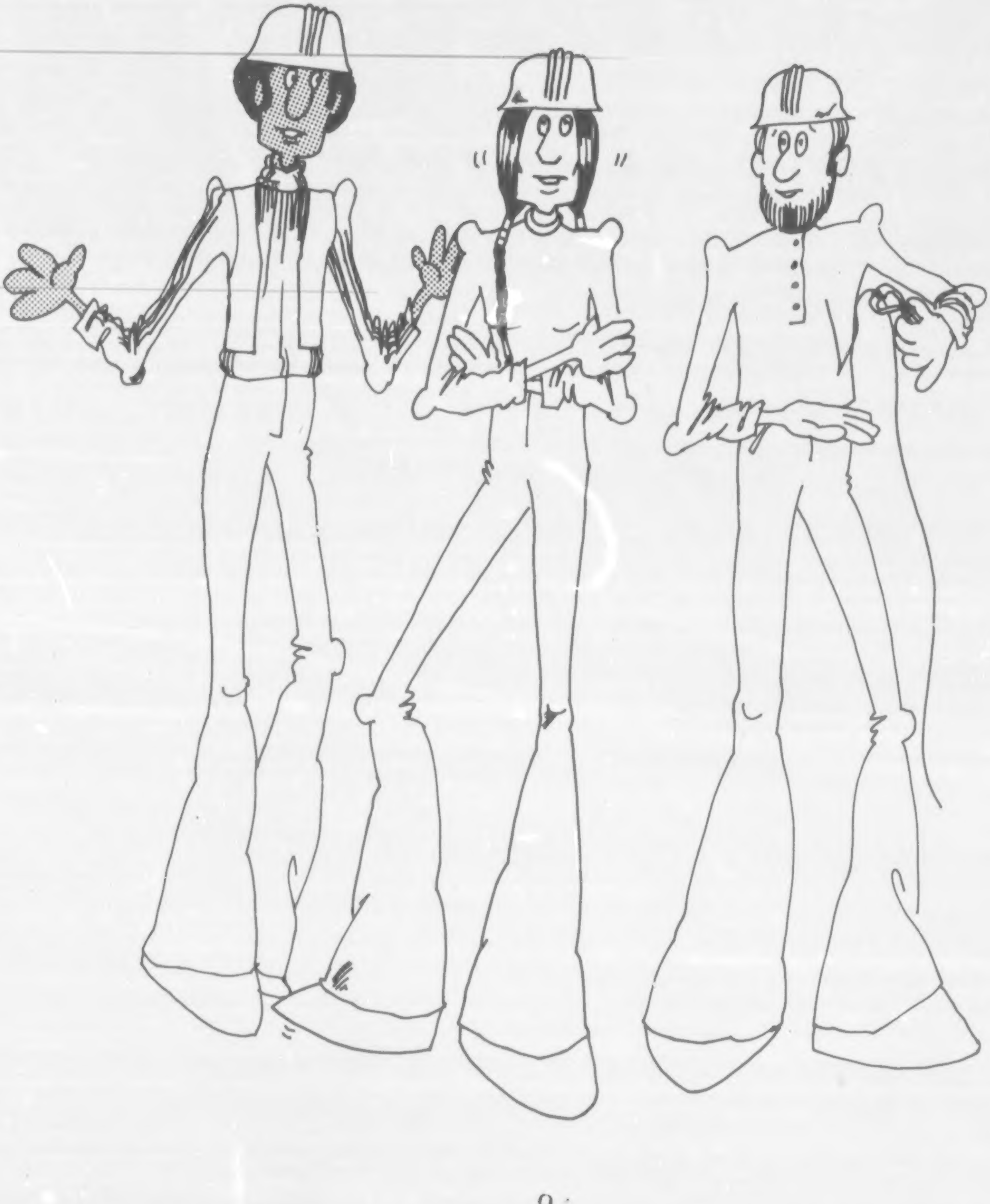
3.


LAB →
← INTERVIEWS
INTER-VIEWER

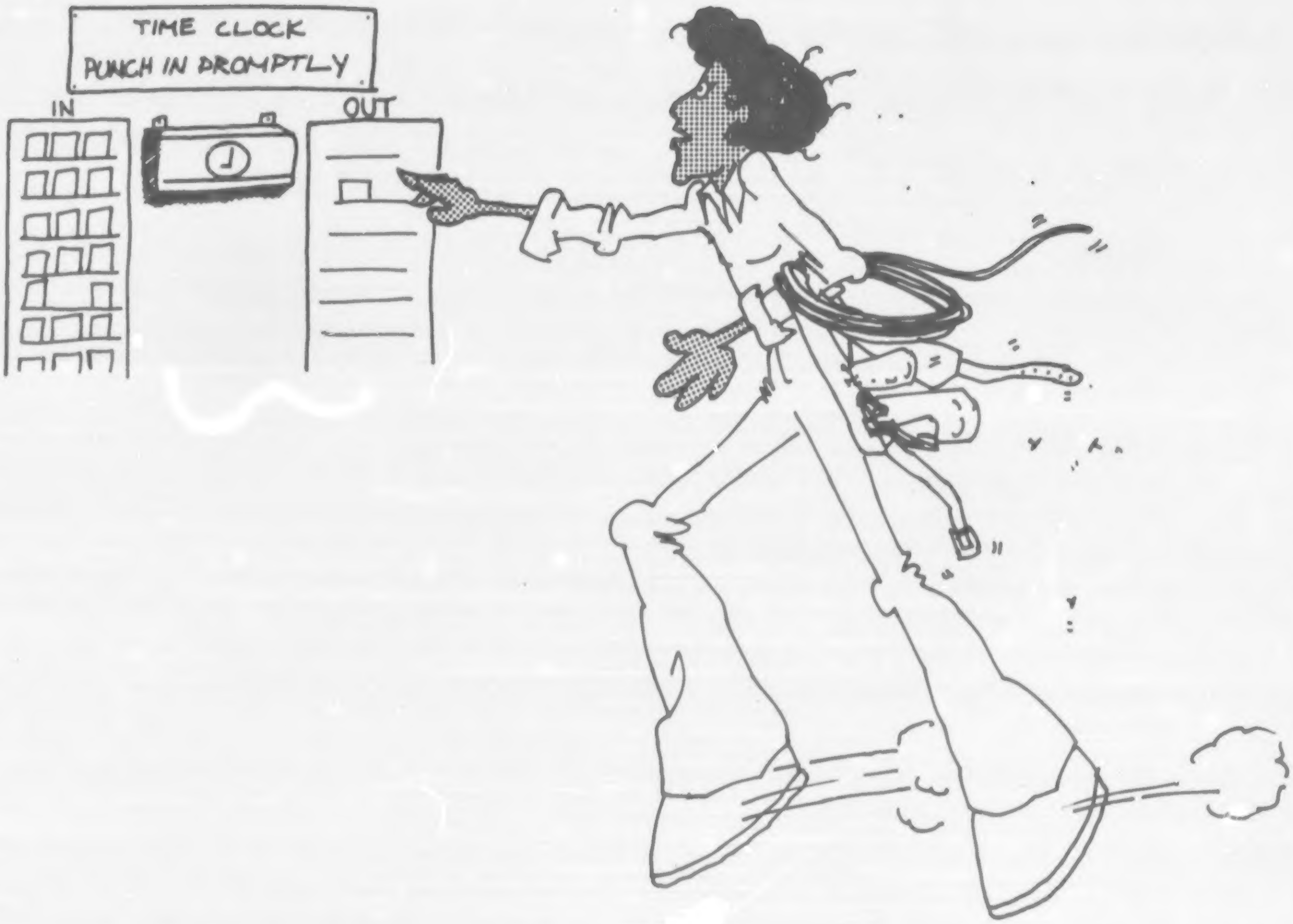
4.


SPORTS
NURSE'S STATION
RN

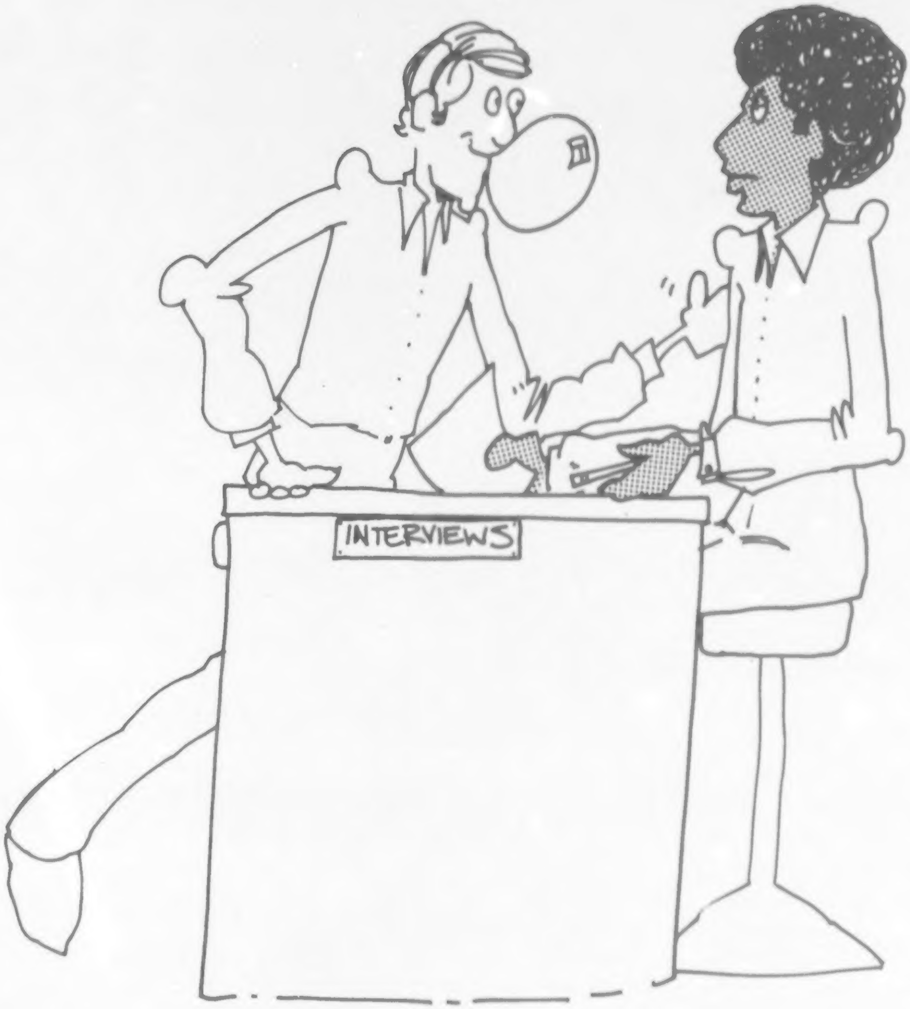
5.



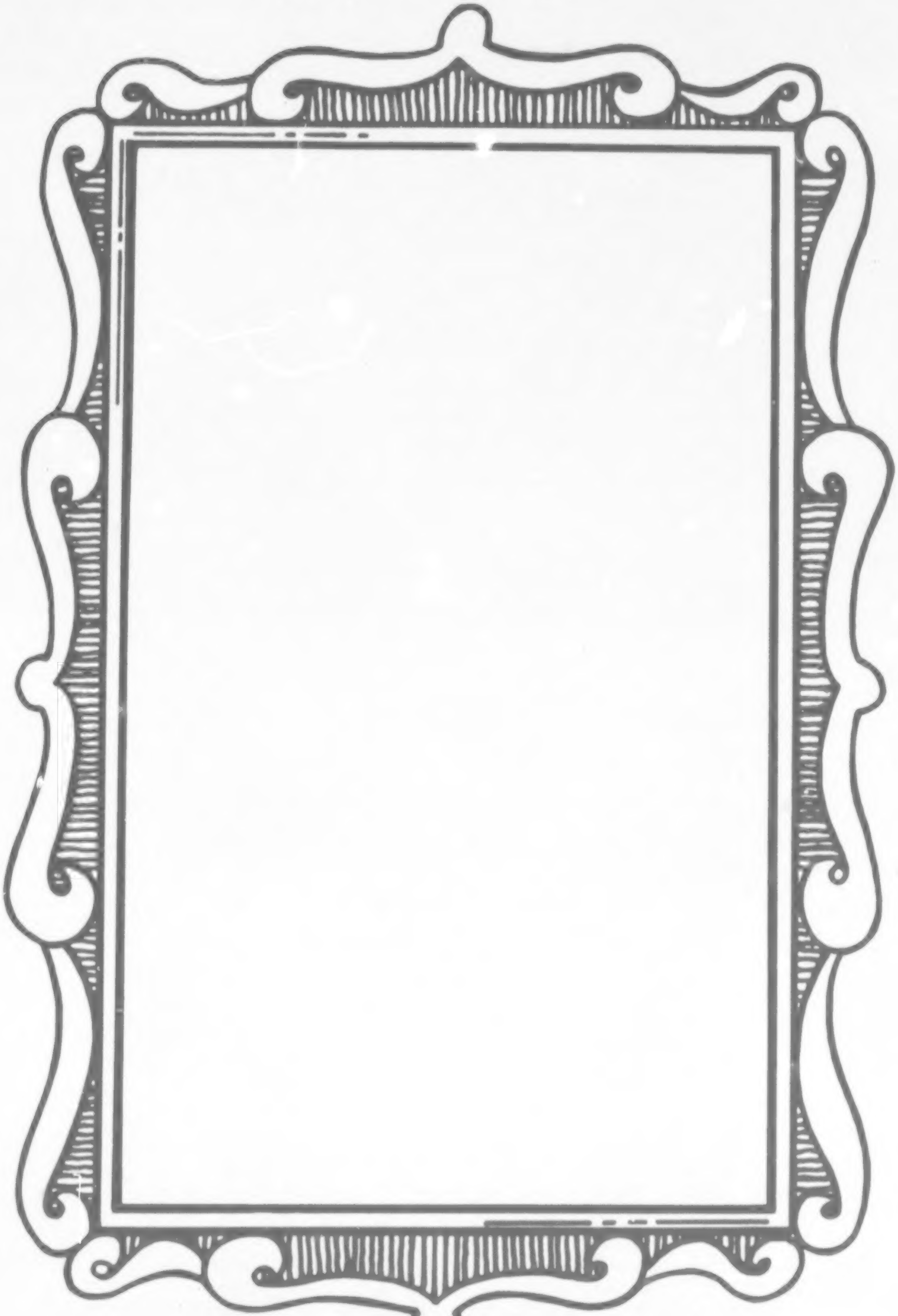
6.


TIME CLOCK
PUNCH IN PROMPTLY
IN
OUT

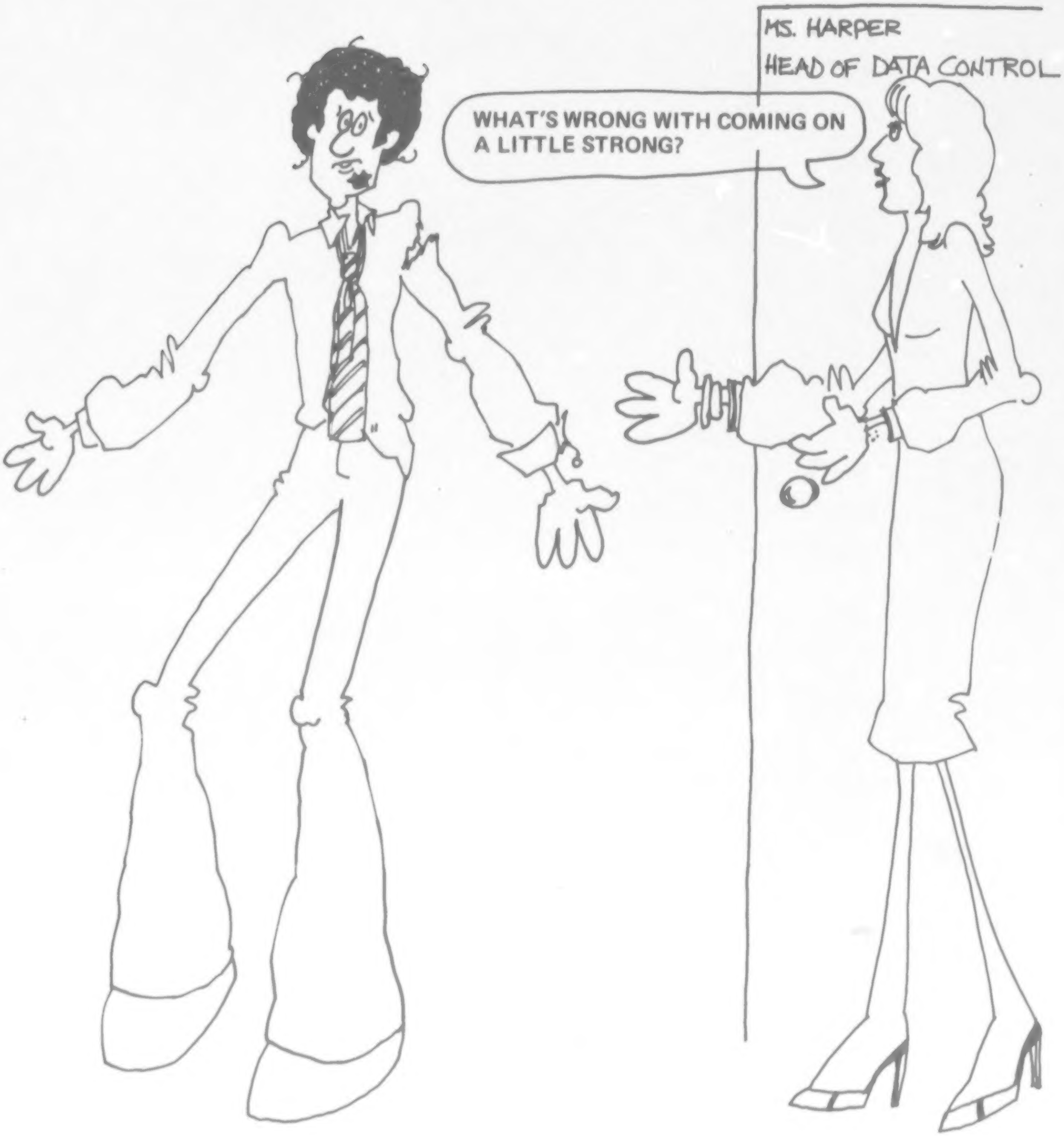
7.


INTERVIEWS

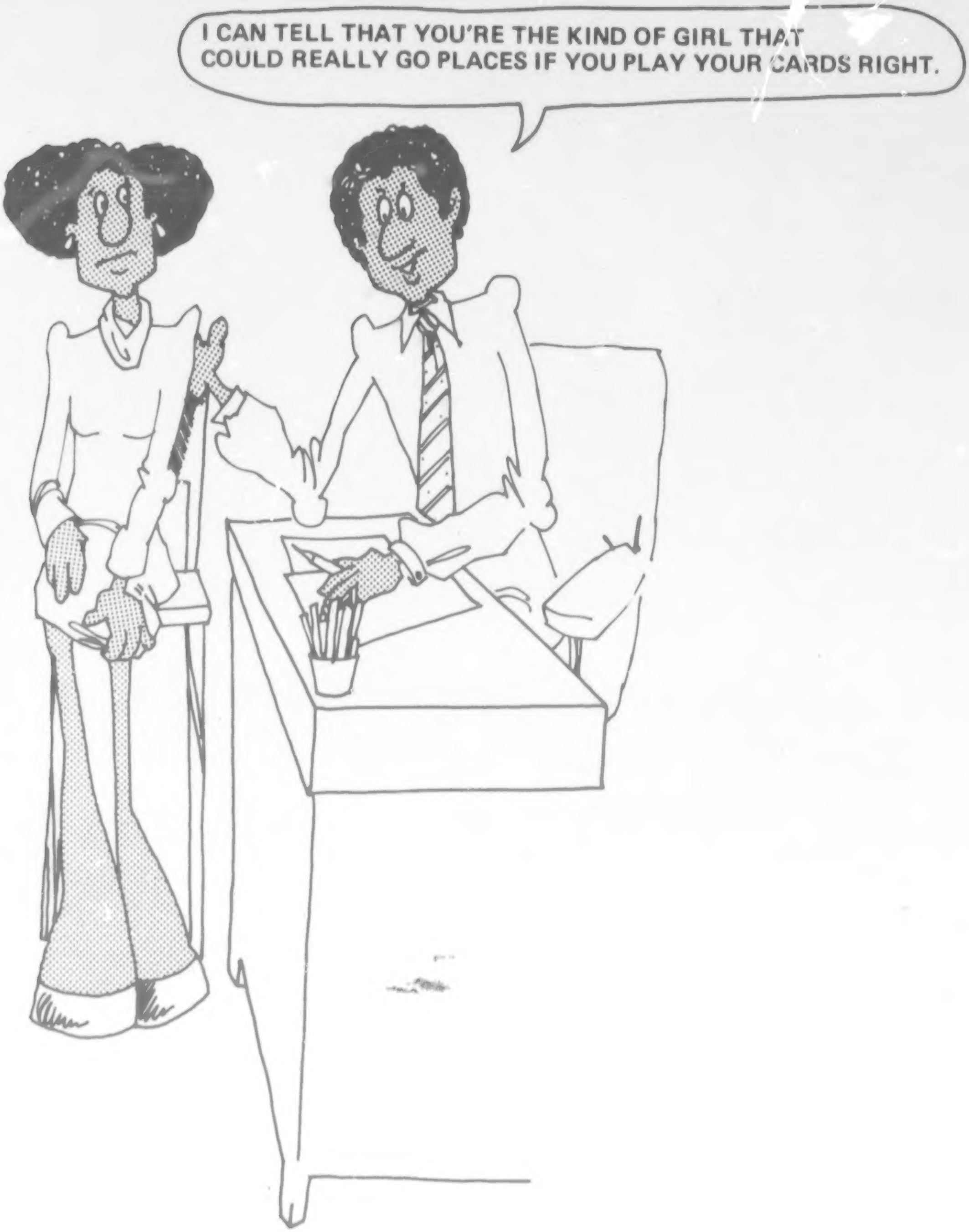
GUIDELINES FOR ENHANCING NONVERBAL SKILLS



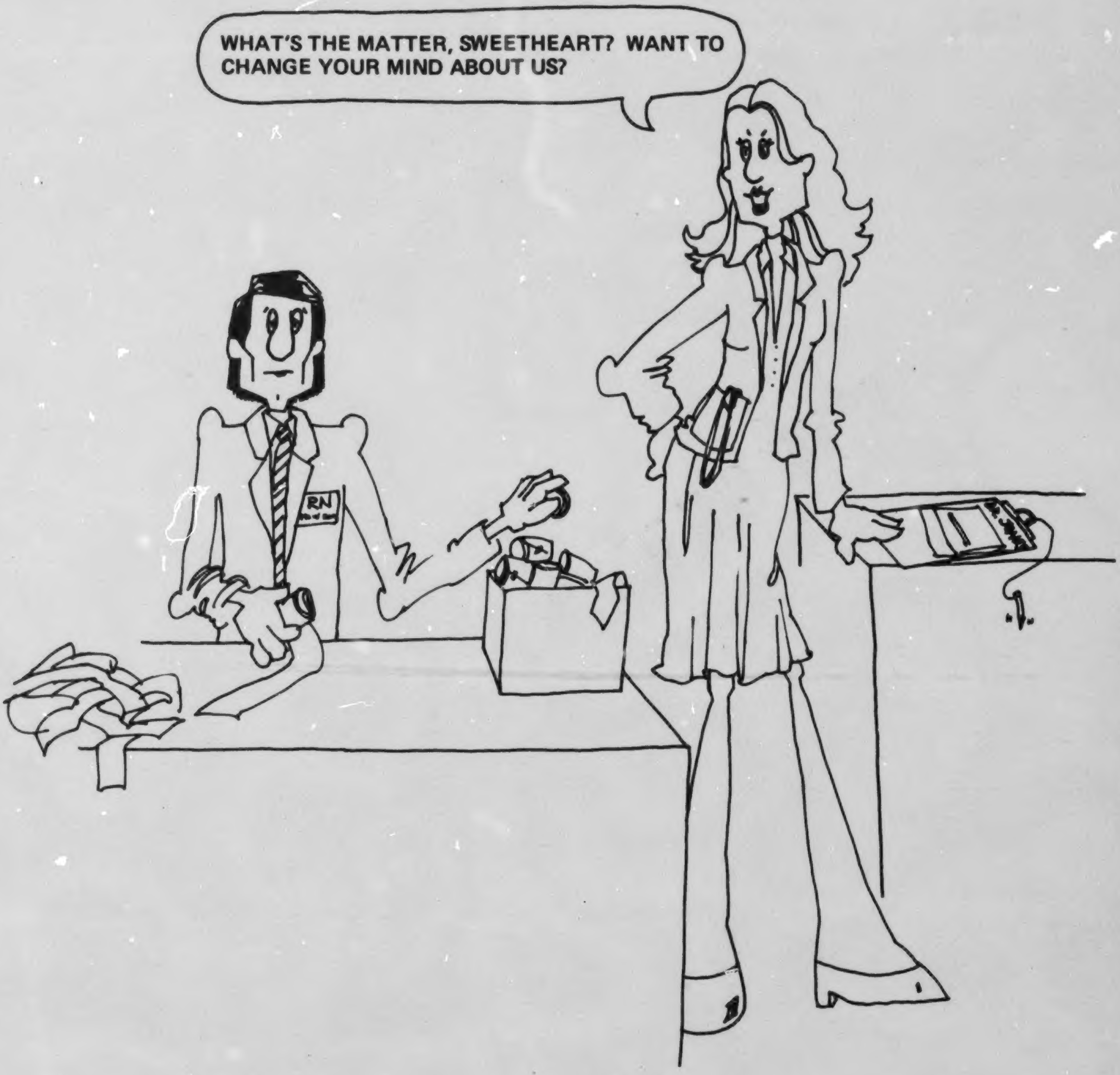
EMBARRASSED?


MS. HARPER
HEAD OF DATA CONTROL
WHAT'S WRONG WITH COMING ON A LITTLE STRONG?

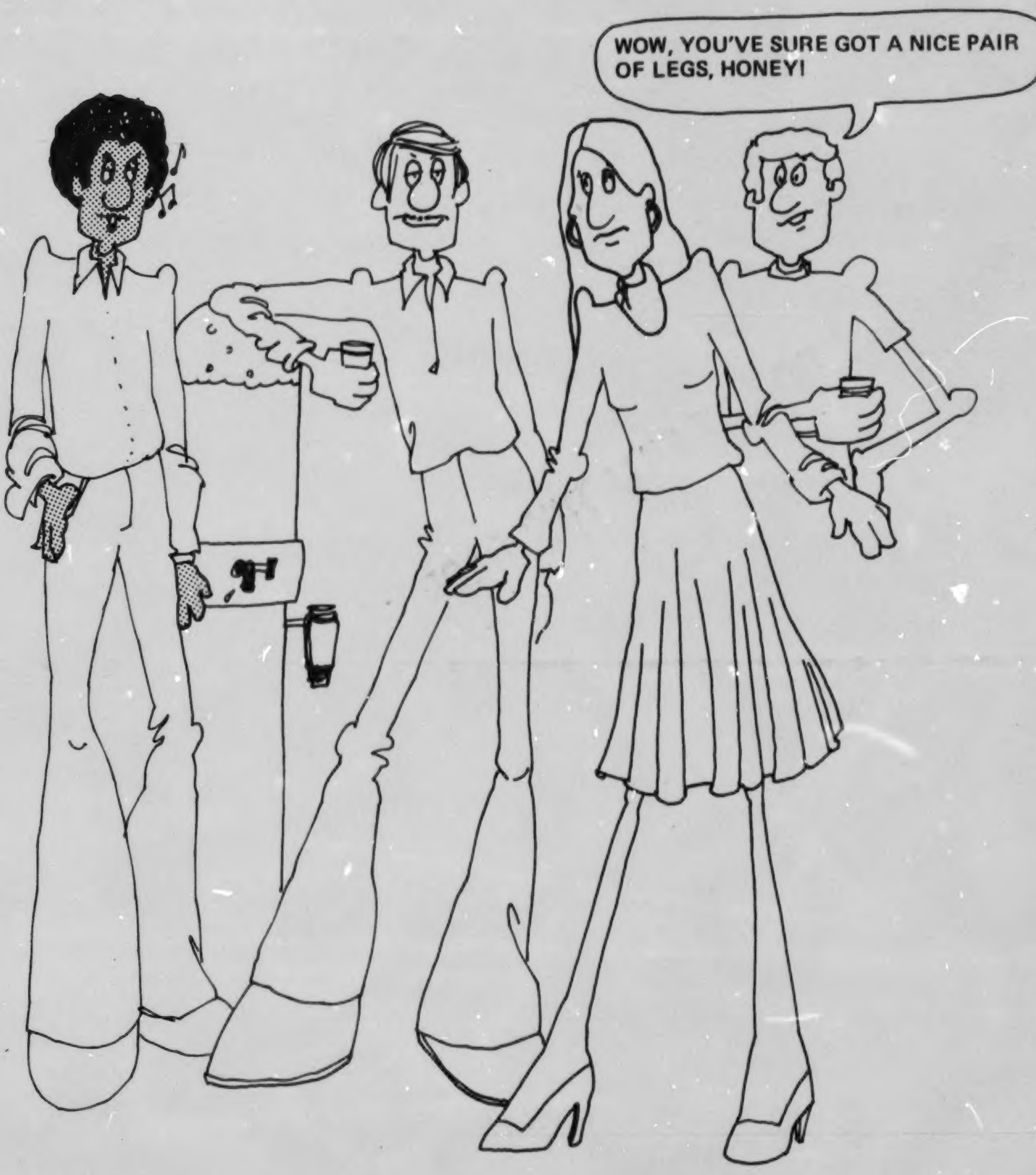
GUILTY?


I CAN TELL THAT YOU'RE THE KIND OF GIRL THAT COULD REALLY GO PLACES IF YOU PLAY YOUR CARDS RIGHT.

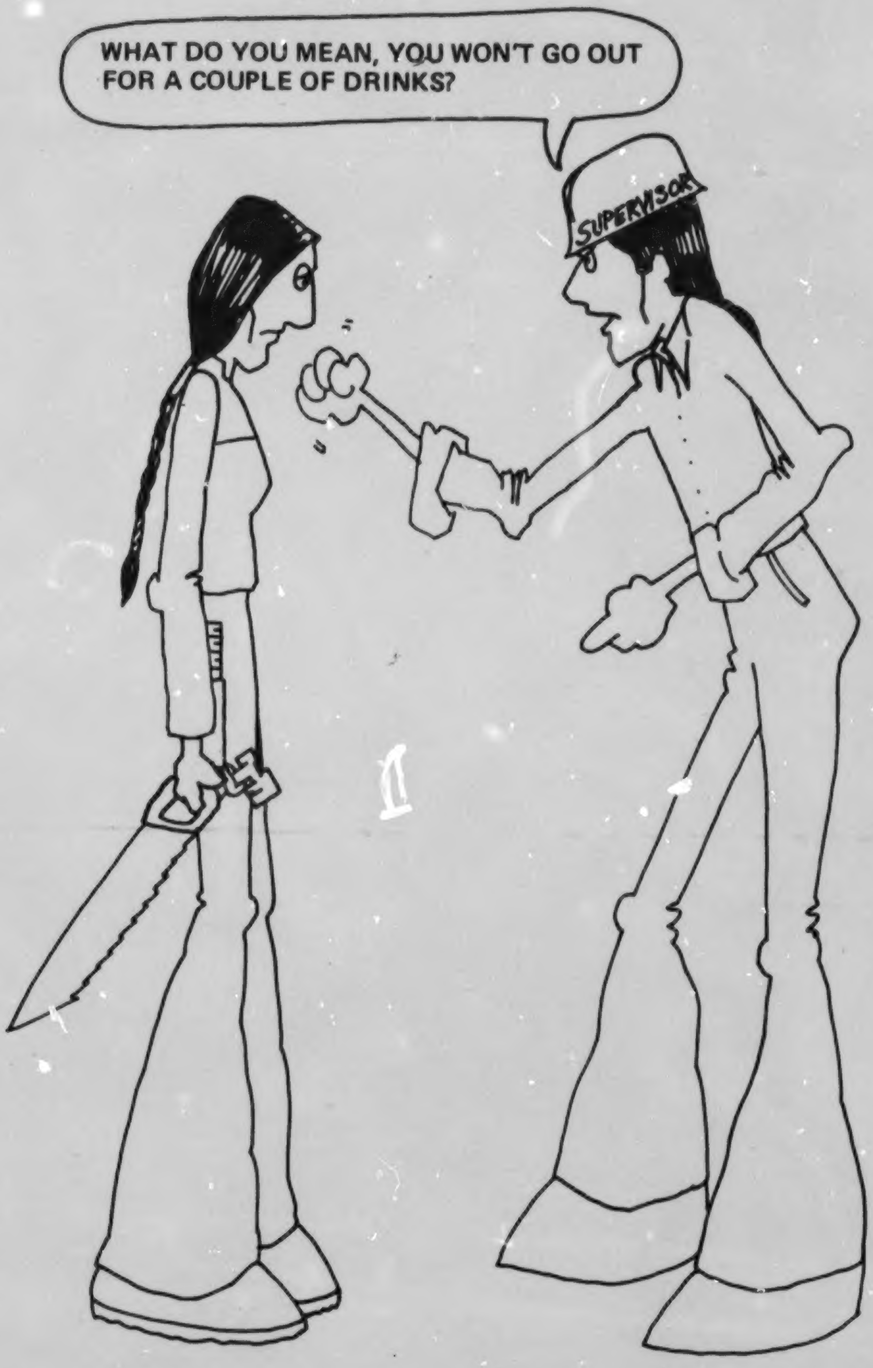
PUT DOWN?


WHAT'S THE MATTER, SWEETHEART? WANT TO CHANGE YOUR MIND ABOUT US?
RN

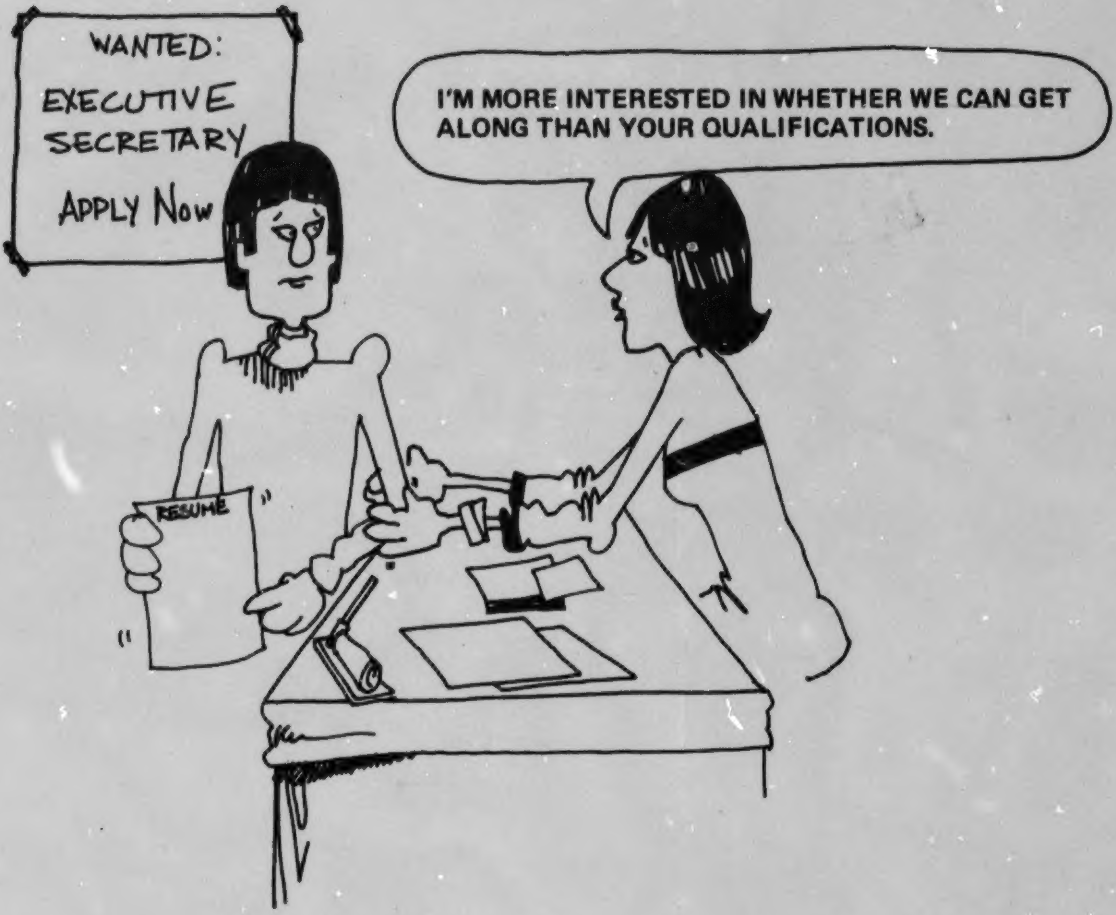
FRIGHTENED?

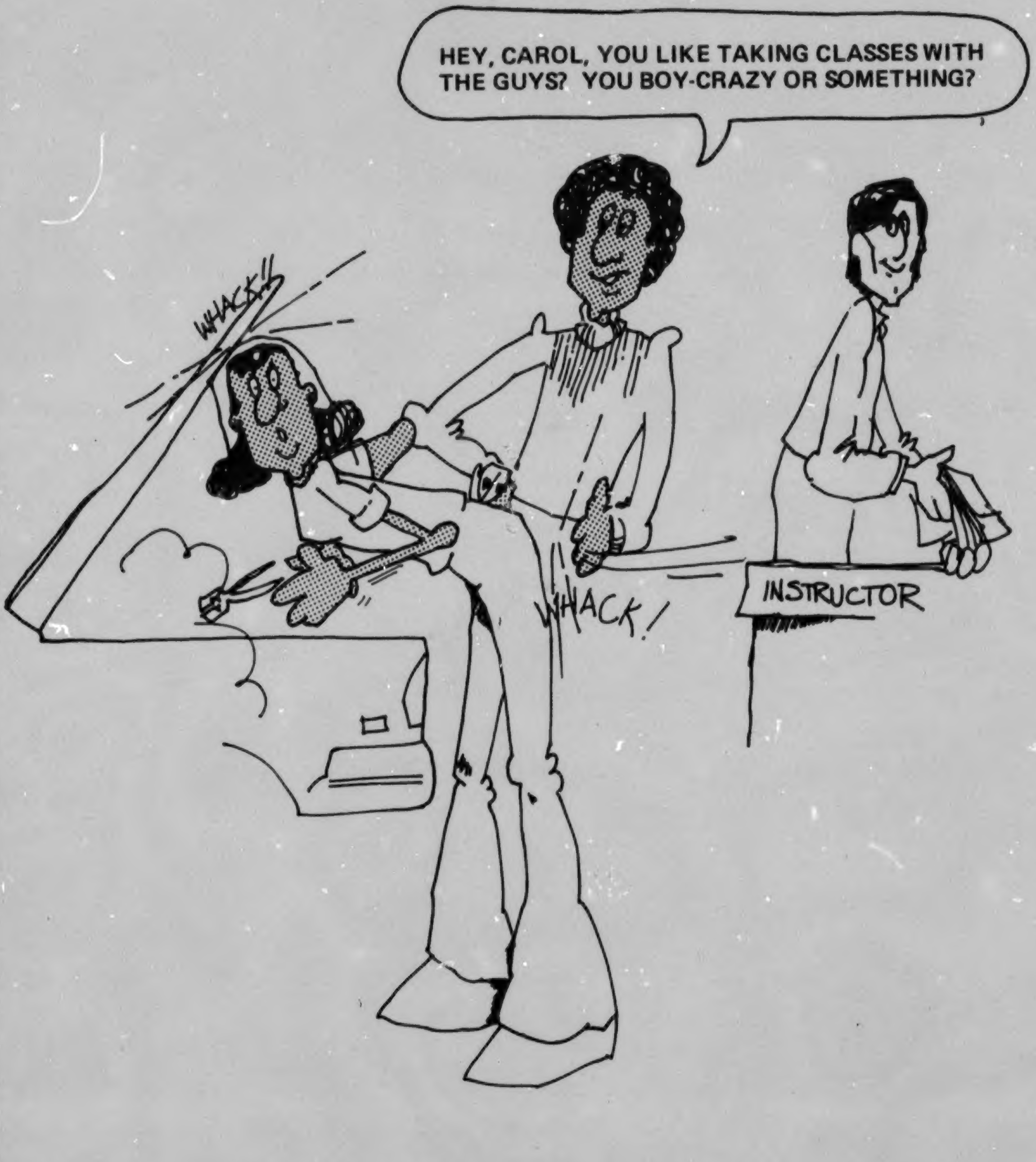

WOW, YOU'VE SURE GOT A NICE PAIR OF LEGS, HONEY!

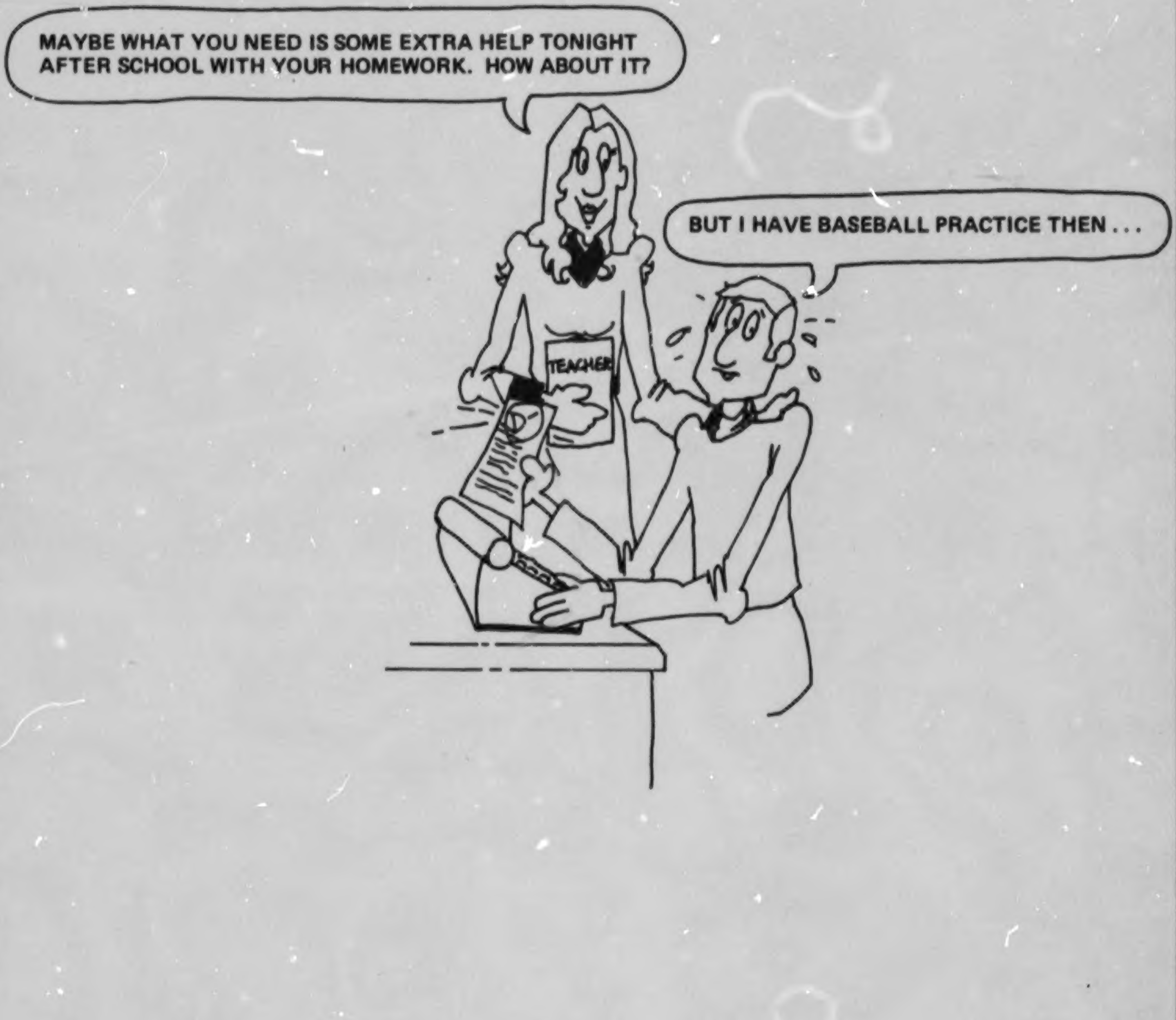
INTIMIDATED?


WHAT DO YOU MEAN, YOU WON'T GO OUT FOR A COUPLE OF DRINKS?
SUPERVISOR

ANGRY OR UPSET?


WANTED:
EXECUTIVE
SECRETARY
APPLY Now
RESUME
I'M MORE INTERESTED IN WHETHER WE CAN GET ALONG THAN YOUR QUALIFICATIONS.


HEY, CAROL, YOU LIKE TAKING CLASSES WITH THE GUYS? YOU BOY-CRAZY OR SOMETHING?
WHACK!!
WHACK!
INSTRUCTOR


MAYBE WHAT YOU NEED IS SOME EXTRA HELP TONIGHT AFTER SCHOOL WITH YOUR HOMEWORK. HOW ABOUT IT?
BUT I HAVE BASEBALL PRACTICE THEN . . .
TEACHER

STUDENT'S ACTIVITY AGENDA

UNIT I — Watch Those "Tell-Tale" Signs and Symptoms! (2 hours)

Day 1

- Introductory Remarks
- Self-Assessment of Communication Patterns
- Introduction to Communication Patterns
- Role Play of Communication Patterns
- Scoring and Discussion of Self-Assessment
- Diary Assignment

Day 2

- Introduction to Ellis and Harper's Ten Irrational Ideas
- Analysis and Discussion of Sample Problems
- Role Play of Sample Problems

UNIT II — The Tongue is Mightier than the Sword! (2 hours)

Day 1

- Opening Exercise
- Diary Debriefing
- Exploring How Verbal Messages Count in Work Situations

Day 2

- Verbal Communication Problem Solving
- Actual Case Studies of Nontraditionals' Verbal Messages
- Measuring Recognition of Verbal Communication Skills

UNIT III — Silence Is Not Always Golden! (2 hours)

Day 1

- Opening Exercise
- Nonverbal Messages in Advertising
- Exploring How Nonverbal Messages Count in Work Situations

Day 2

- Diary Debriefing
- Nonverbal Communication Rehearsal
- Measuring Recognition of Nonverbal Communication Skills

UNIT IV — One Power Play Deserves Another! (2 hours)

Day 1

- Diary Debriefing
- Problem Messages with Sexual Harassment
- Lecture on Sexual Harassment

Day 2

- Preventing Defensiveness in Others' Communication
- Avoiding Defensiveness in My Communication
- Margaret Mead's Perspective (optional)

WHAT'S MY COMMUNICATION PATTERN?

Directions: Read the following 10 situations and circle the letter of the response that best states how you *typically* communicate. Then go through the situations again. Underline the response that you *typically* use in communicating *with traditionals* if you're nontraditional and *with nontraditionals* if you're traditional.

1. When I feel a coworker/student is being highly unfair to me, I—
   a. call it to the person's attention
   b. tell off the coworker or student
   c. grin and bear it
   d. refuse to work with that person

2. When a coworker/student criticizes my behavior, I—
   a. discuss the matter without getting defensive
   b. tell the person to mind his/her own business
   c. agree with the coworker/student, even if she's/he's wrong
   d. try to make the coworker/student feel guilty

3. When asked to criticize a coworker's/student's ideas or accomplishments, I—
   a. give a straightforward reply
   b. mention all the things wrong I can
   c. say I'm unqualified to judge or give only compliments
   d. give only lukewarm compliments to show criticism

4. When coworkers/students want to borrow something I need right now, I—
   a. say no
   b. ask them why they don't buy their own
   c. say that they can borrow it anyway
   d. say that I don't have it

5. When a new coworker/student appears, I—
   a. introduce myself warmly
   b. glare at the person
   c. wait to be introduced
   d. talk about the person behind her/his back

6. When asked by my boss/teacher to make a decision, I—
   a. gather facts and speak without hesitation
   b. complain about it
   c. say I can't do it
   d. convince my boss/teacher that the decision's unnecessary

7. When my boss/teacher asks a question to which I don't know the answer, I—
   a. look directly at her/him and admit I don't know
   b. tell the boss/teacher to find out himself/herself
   c. shrug my shoulders and slouch
   d. look down at my desk and pretend not to hear

8. When I don't understand how to do an assignment, I–
   - a. ask a coworker/student to explain it
   - b. complain to a coworker/student
   - c. worry about it silently
   - d. get a coworker/student to do it for me

9. I say I'm sorry on the job/in class–
   - a. sometimes
   - b. never
   - c. a lot
   - d. only when I have a good alibi

10. When a coworker/student gives me a compliment, I–
    - a. say thank you
    - b. ask the coworker/student what she/he wants from me
    - c. ignore it
    - d. try to coax another one from the coworker/student

MY COMMUNICATION SKILLS DIARY – WEEK I

Directions: Write below a brief description of 3 to 5 examples of verbal messages you use during this first week. Analyze the outcomes of each message and write a preferred message if one is needed.

Situation (who, where, when)	Verbal Message	How I Felt	What the Outcome Was	What I Wish I'd Said
Example: Argument with a friend over criticism in the parking lot after school.	"Drop dead!"	Impatient	We didn't speak to each other for a week.	"You're entitled to your opinion and so am I."

TEN IRRATIONAL IDEAS

BY ALBERT ELLIS AND ROBERT A. HARPER

1. "You must have love or approval from all the people you find significant" (p. 88).

2. "You must prove thoroughly competent, adequate, and achieving or . . . at least must have competency or talent in some important area" (p. 102).

3. "When people act obnoxiously and unfairly, you should blame and damn them, and see them as bad, wicked, or rotten individuals" (p. 113).

4. "You have to view things as awful, terrible, horrible, and catastrophic when you get seriously frustrated, treated unfairly, or rejected" (p. 124).

5. "Emotional misery comes from external pressures and . . . you have little ability to control or change your feelings" (p. 138).

6. "If something seems dangerous or fearsome, you must preoccupy yourself with and make yourself anxious about it" (p. 145).

7. "You can more easily avoid facing many life difficulties and self-responsibilities than undertake more rewarding forms of self-discipline" (p. 158).

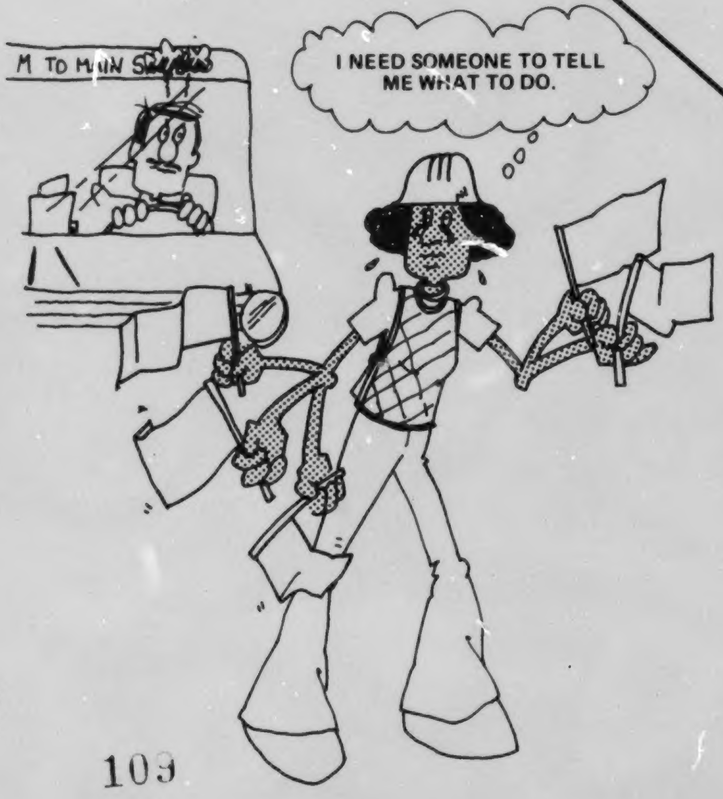
8. "Your past remains all-important and . . . because something once strongly influenced your life, it has to keep determining your feelings and behavior today" (p. 169).

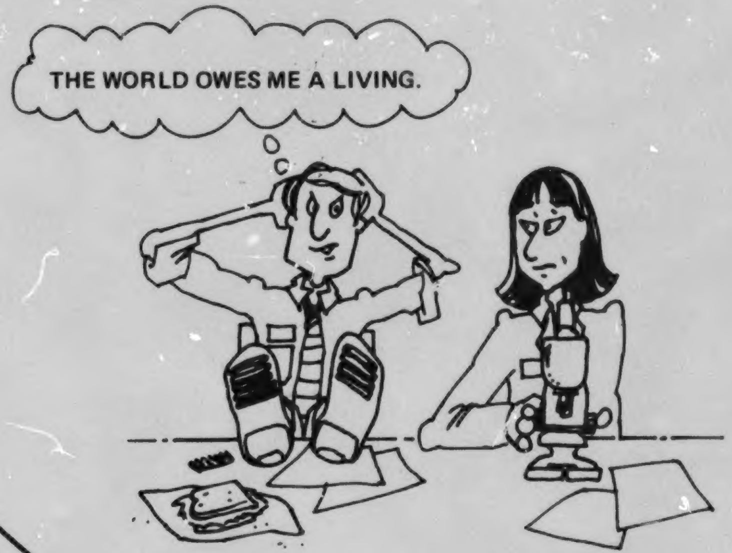
9. "People and things should turn out better than they do and . . . you must view it as awful and horrible if you do not find good solutions to life's grim realities" (p. 177).

10. "You can achieve maximum human happiness by inertia and inaction or by passively and uncommittedly 'enjoying yourself' " (p. 186).

Source:
Ellis, A. & Harper, R.A. *A new guide to rational living.* North Hollywood, CA: Wilshire Book Company, 1975.

WHO SAYS IRRATIONAL IDEAS DON'T AFFECT COMMUNICATION PATTERNS OF STUDENTS AND WORKERS?

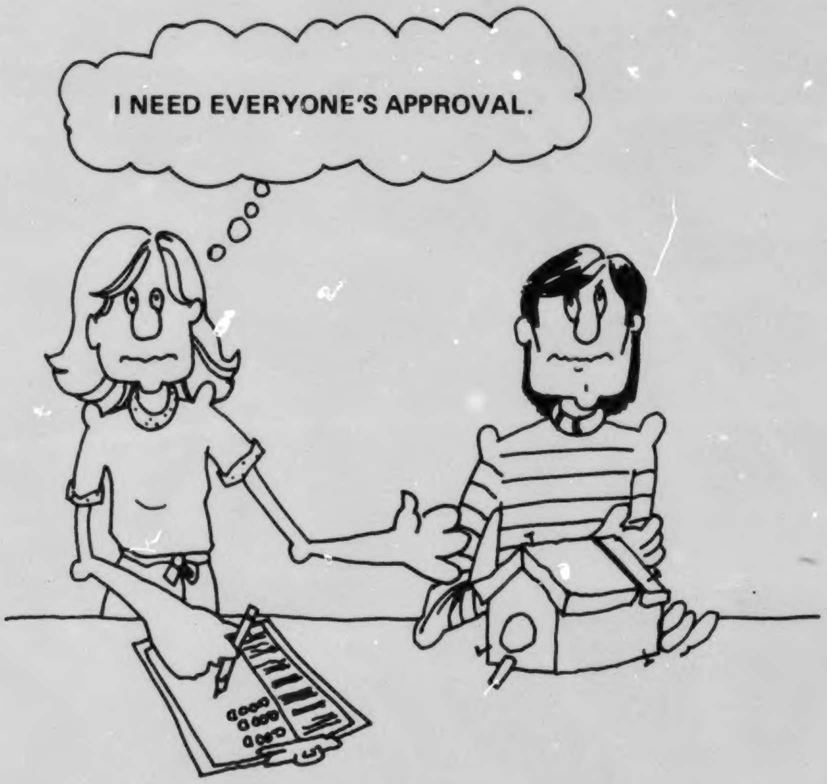

M TO MAIN S
I NEED SOMEONE TO TELL ME WHAT TO DO.


THE WORLD OWES ME A LIVING.

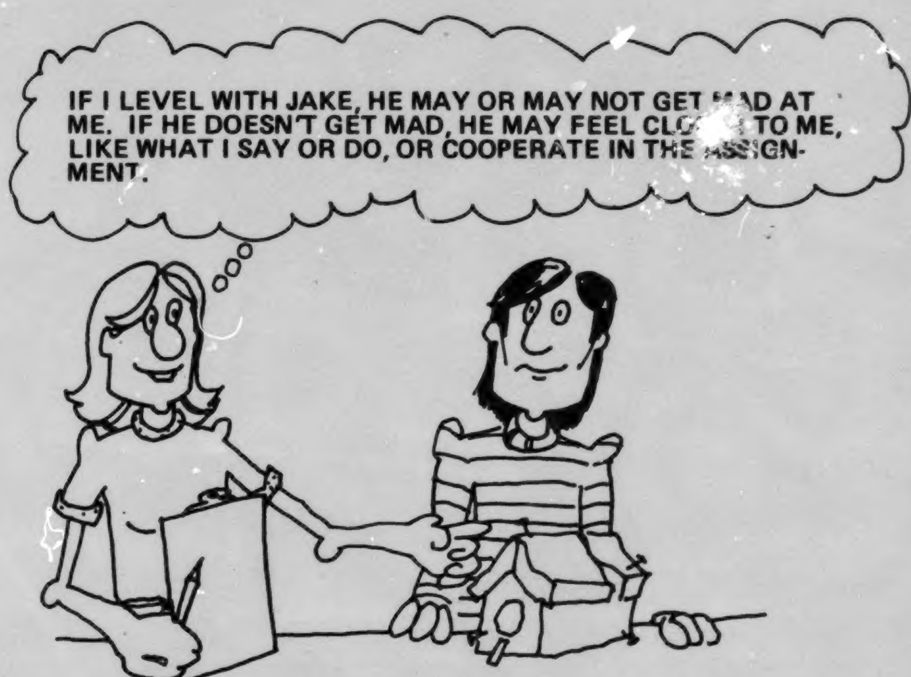
SITUATION 1

Betsy has just been enrolled in machine shop class. She is the only woman student. Jake, a student next to her station, won't speak to her and complains about her to other workers at lunchtime.

IRRATIONAL IDEA #1


I NEED EVERYONE'S APPROVAL.

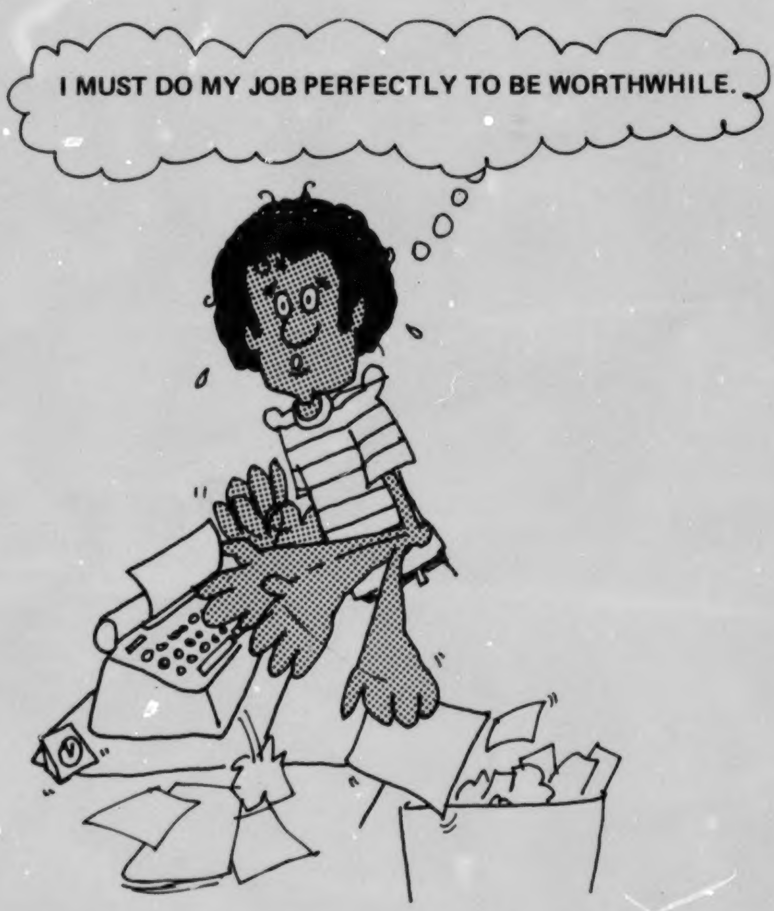
RATIONAL IDEA #1


IF I LEVEL WITH JAKE, HE MAY OR MAY NOT GET MAD AT ME. IF HE DOESN'T GET MAD, HE MAY FEEL CLOSER TO ME, LIKE WHAT I SAY OR DO, OR COOPERATE IN THE ASSIGNMENT.

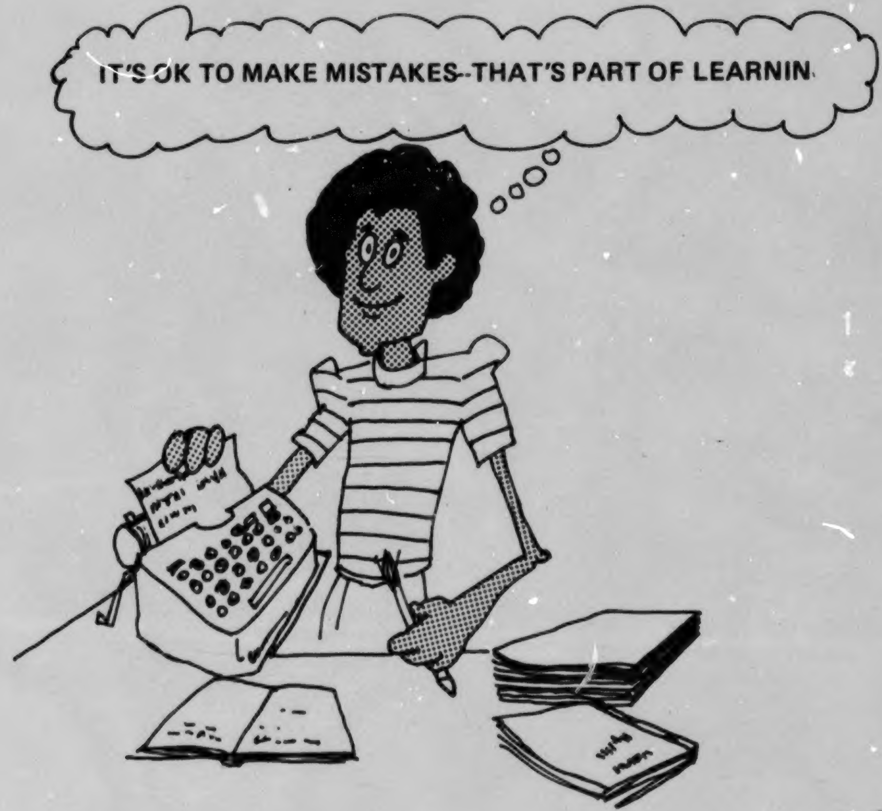
SITUATION 2

Frank's typing class wears him out because he tries so hard not to make any mistakes. Frank puts himself under enormous pressure because he also strives to have the fastest typing speed in class.

IRRATIONAL IDEA #2


I MUST DO MY JOB PERFECTLY TO BE WORTHWHILE.

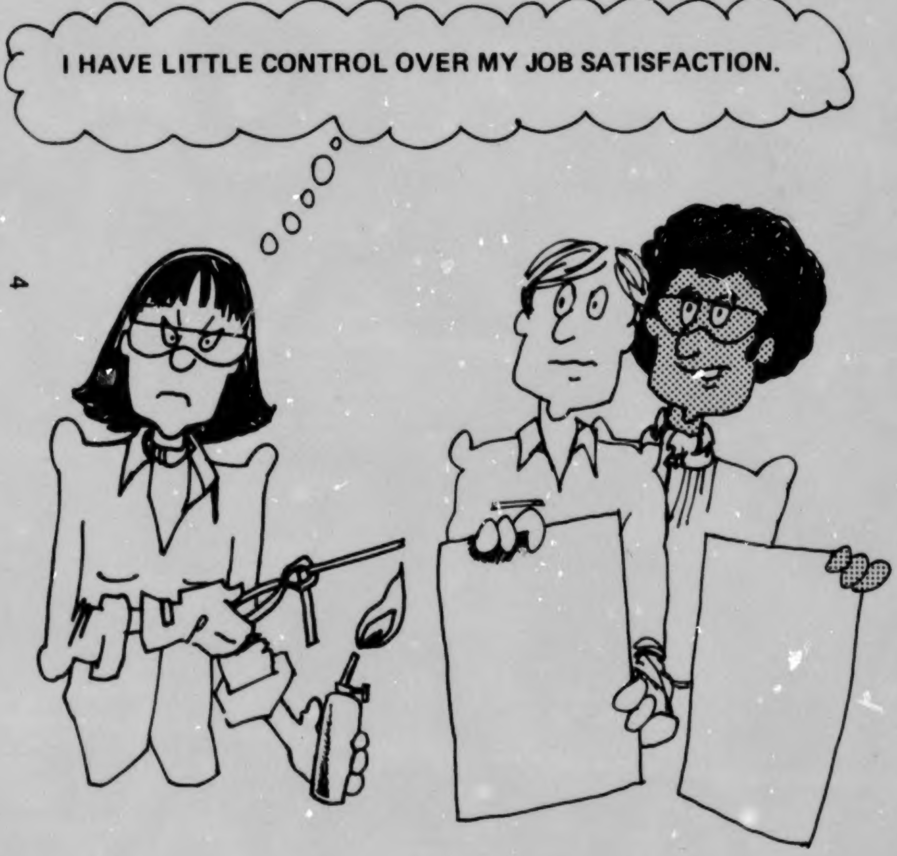
RATIONAL IDEA #2


IT'S OK TO MAKE MISTAKES--THAT'S PART OF LEARNIN

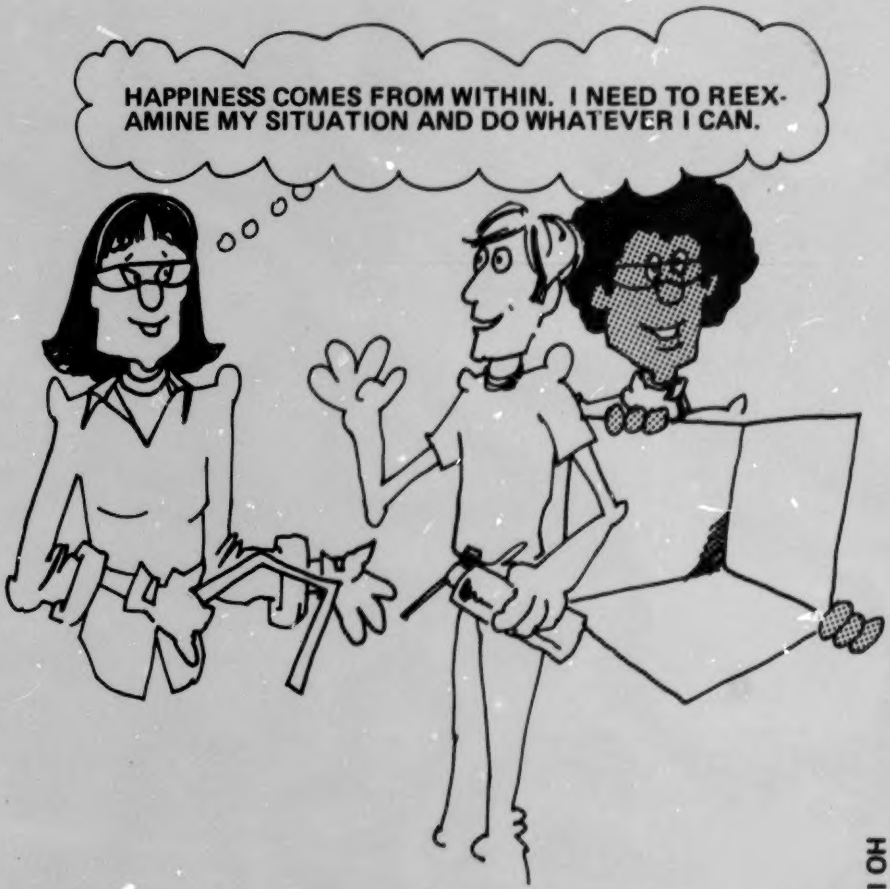
SITUATION 3

Janice is the first woman welder ever hired at the local shipyard factory. In the six months she's worked there, Janice has been given only very simple jobs to do. Therefore, her coworkers don't have confidence in her ability.

IRRATIONAL IDEA #3


I HAVE LITTLE CONTROL OVER MY JOB SATISFACTION.

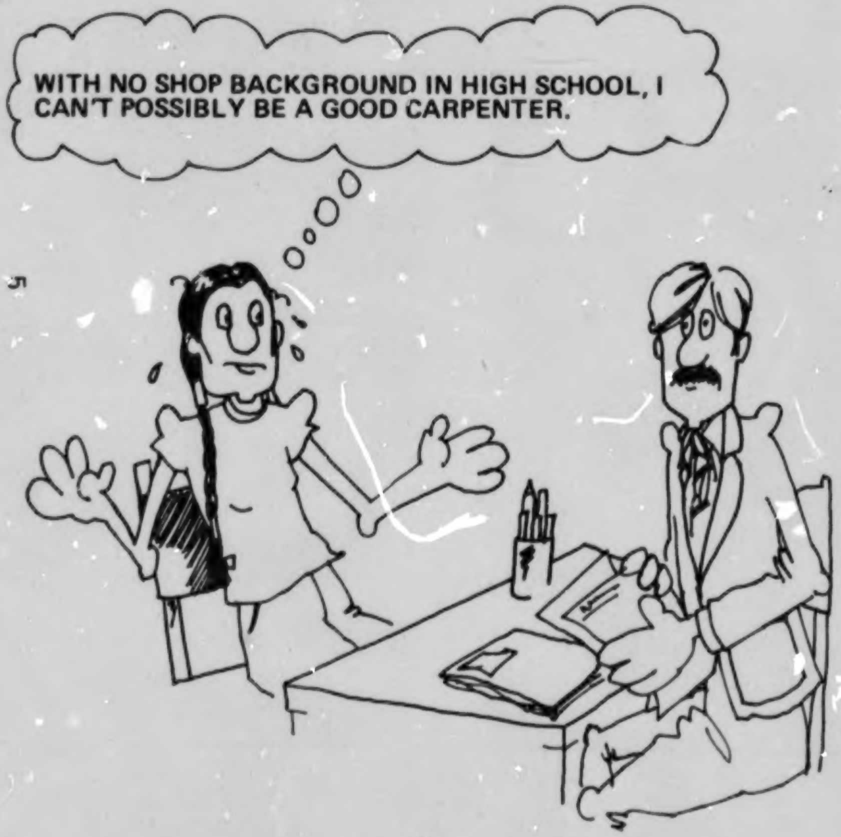
RATIONAL IDEA #3


HAPPINESS COMES FROM WITHIN. I NEED TO REEXAMINE MY SITUATION AND DO WHATEVER I CAN.

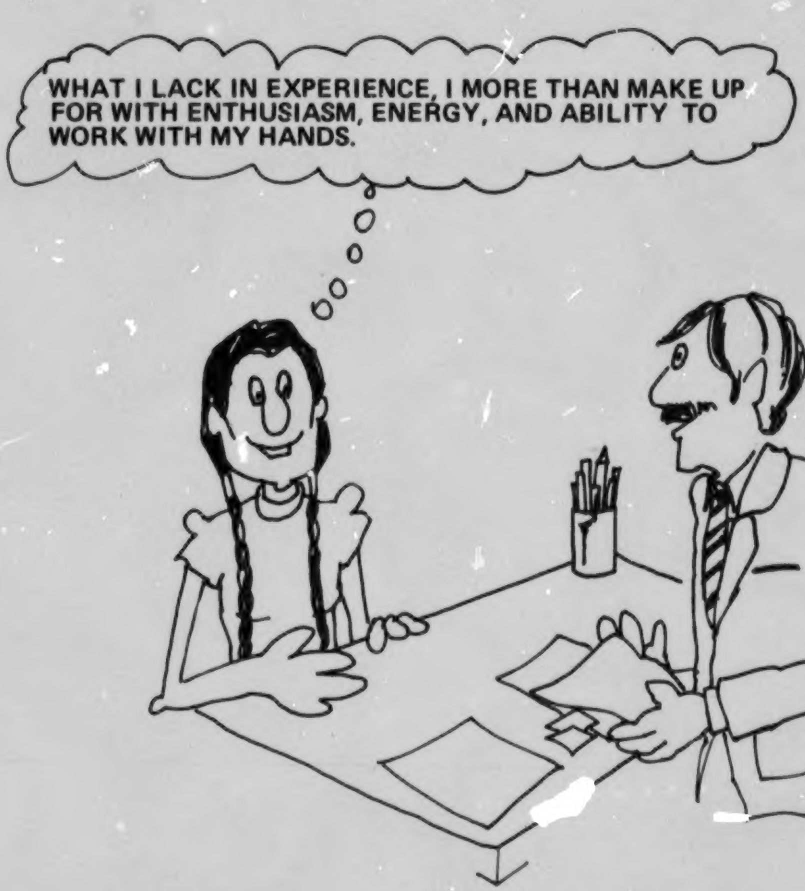
SITUATION 4

Gretchen is going to an interview for admission to an apprenticeship program. The local carpenters' union is recruiting women to meet their affirmative action goal.

IRRATIONAL IDEA #4


WITH NO SHOP BACKGROUND IN HIGH SCHOOL, I CAN'T POSSIBLY BE A GOOD CARPENTER.

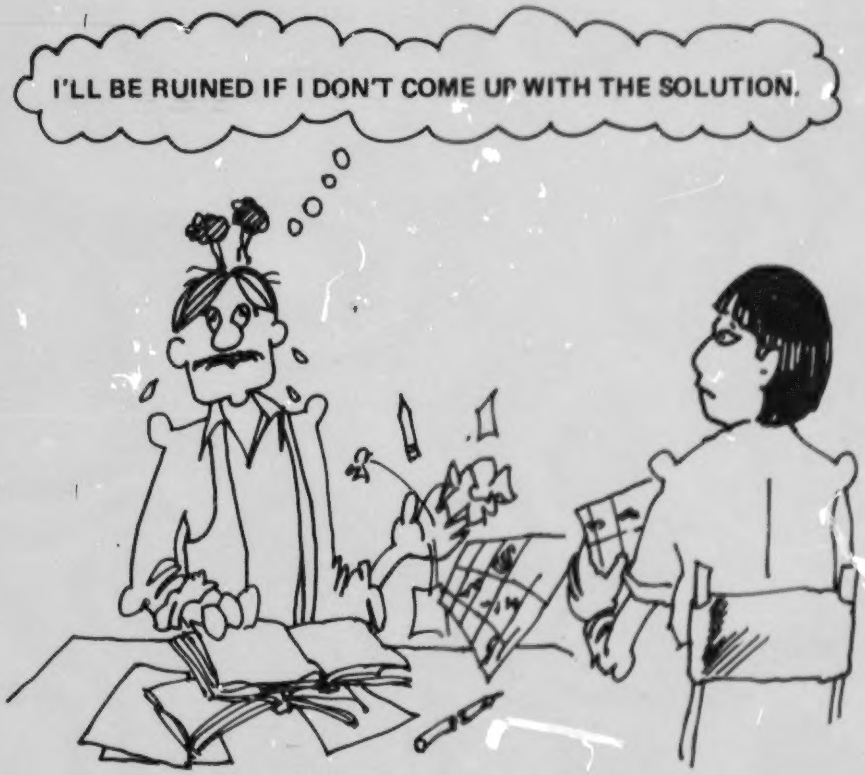
RATIONAL IDEA #4


WHAT I LACK IN EXPERIENCE, I MORE THAN MAKE UP FOR WITH ENTHUSIASM, ENERGY, AND ABILITY TO WORK WITH MY HANDS.

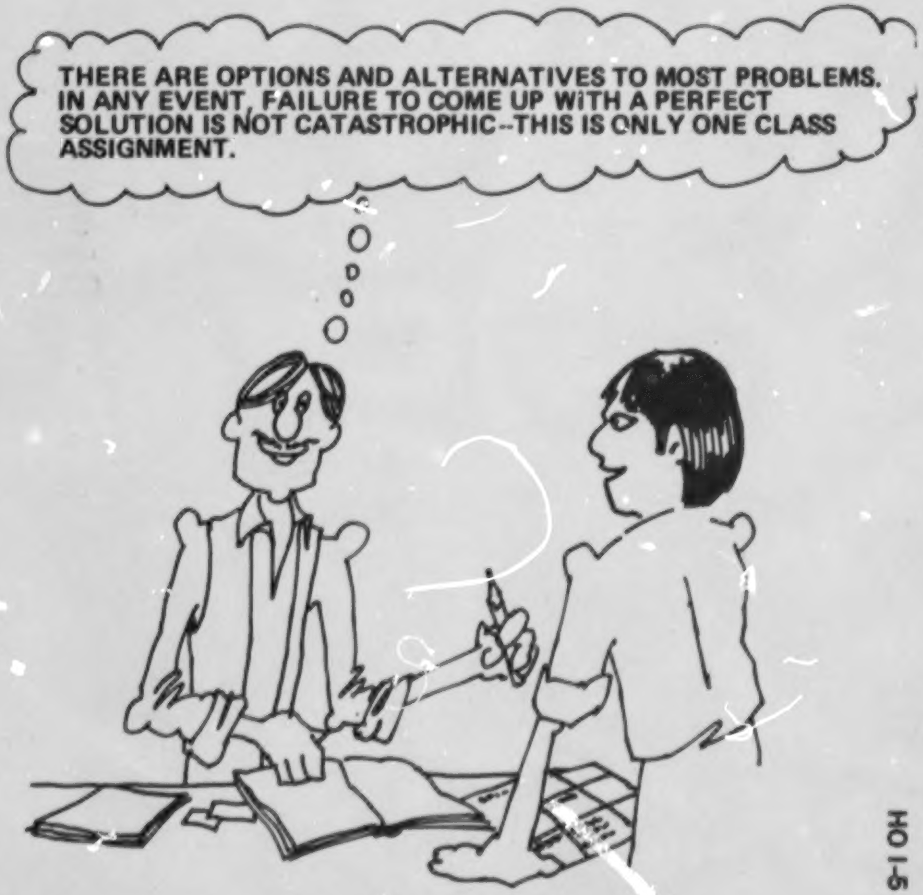
SITUATION 5

Bill is studying to be a dietitian. His assignment for the week is to plan with a fellow student a day's menu for the diabetic ward in a hospital.

IRRATIONAL IDEA #5


I'LL BE RUINED IF I DON'T COME UP WITH THE SOLUTION.

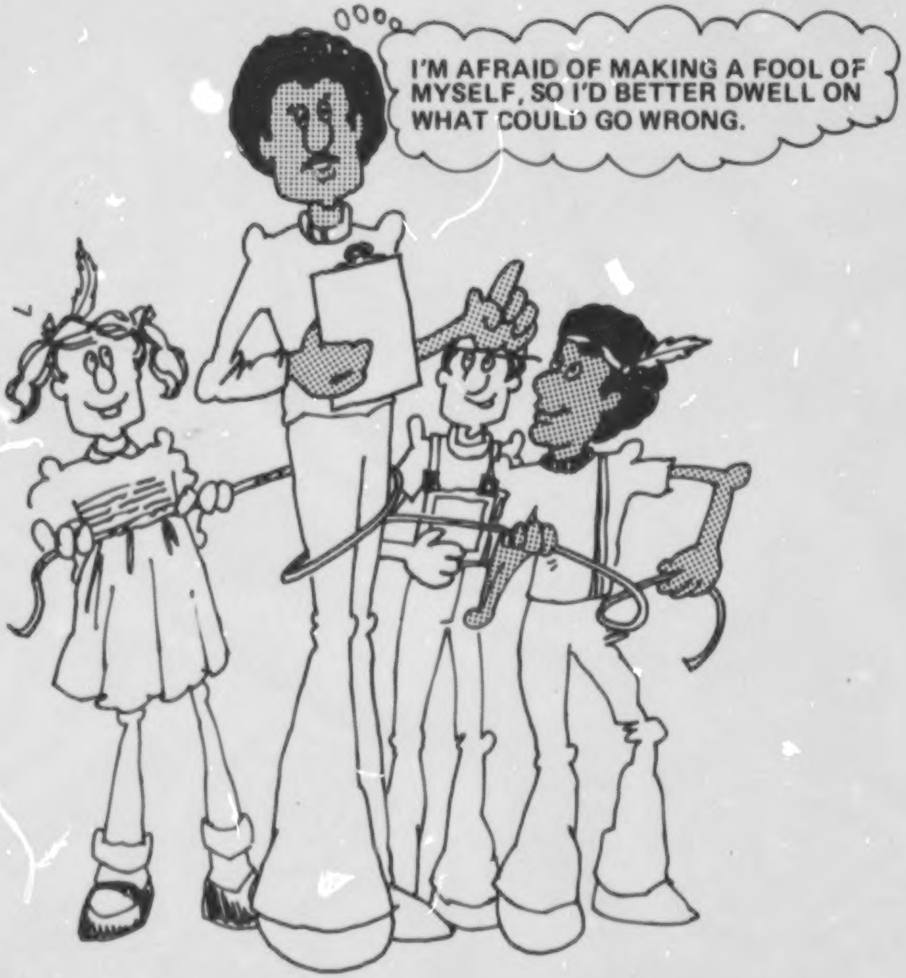
RATIONAL IDEA #5


THERE ARE OPTIONS AND ALTERNATIVES TO MOST PROBLEMS. IN ANY EVENT, FAILURE TO COME UP WITH A PERFECT SOLUTION IS NOT CATASTROPHIC--THIS IS ONLY ONE CLASS ASSIGNMENT.

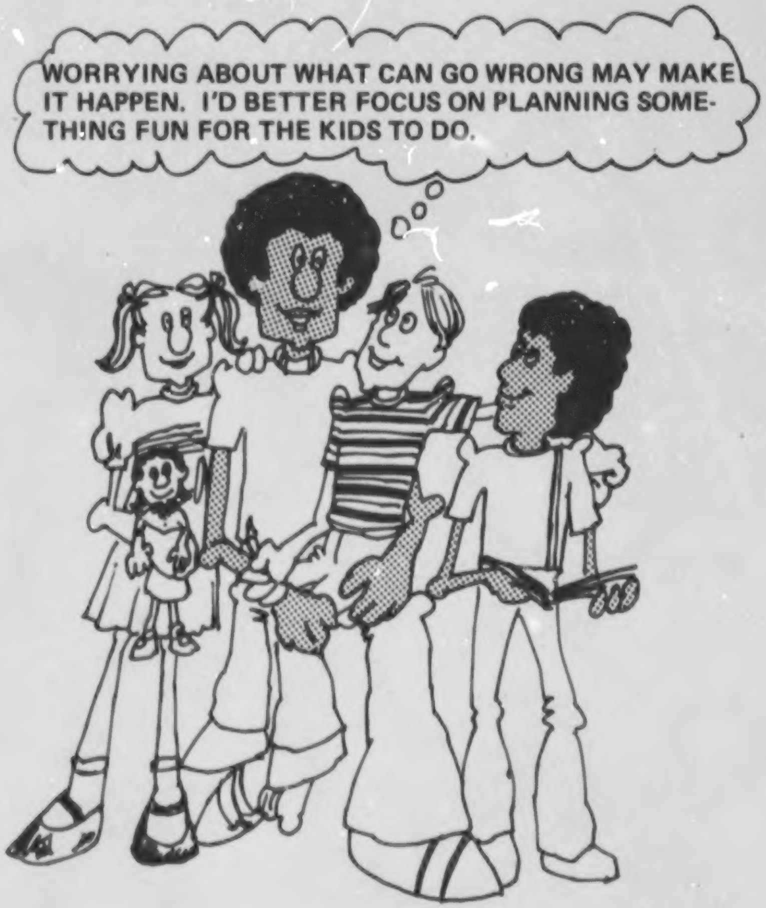
SITUATION 6

Harry is starting his first day of work at a day care center. The kids are sensitive to his lack of confidence and know that he is new on the job. Also, the day care center is understaffed.

IRRATIONAL IDEA #6


I'M AFRAID OF MAKING A FOOL OF MYSELF, SO I'D BETTER DWELL ON WHAT COULD GO WRONG.

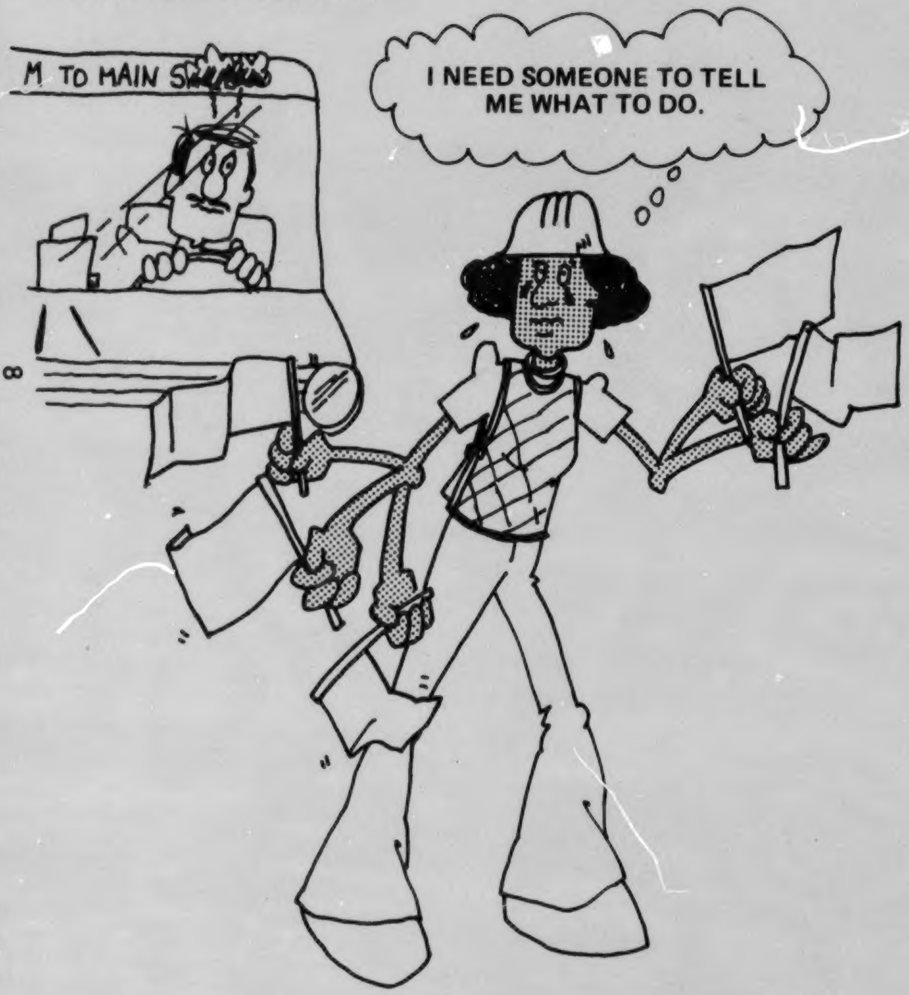
RATIONAL IDEA #6


WORRYING ABOUT WHAT CAN GO WRONG MAY MAKE IT HAPPEN. I'D BETTER FOCUS ON PLANNING SOMETHING FUN FOR THE KIDS TO DO.

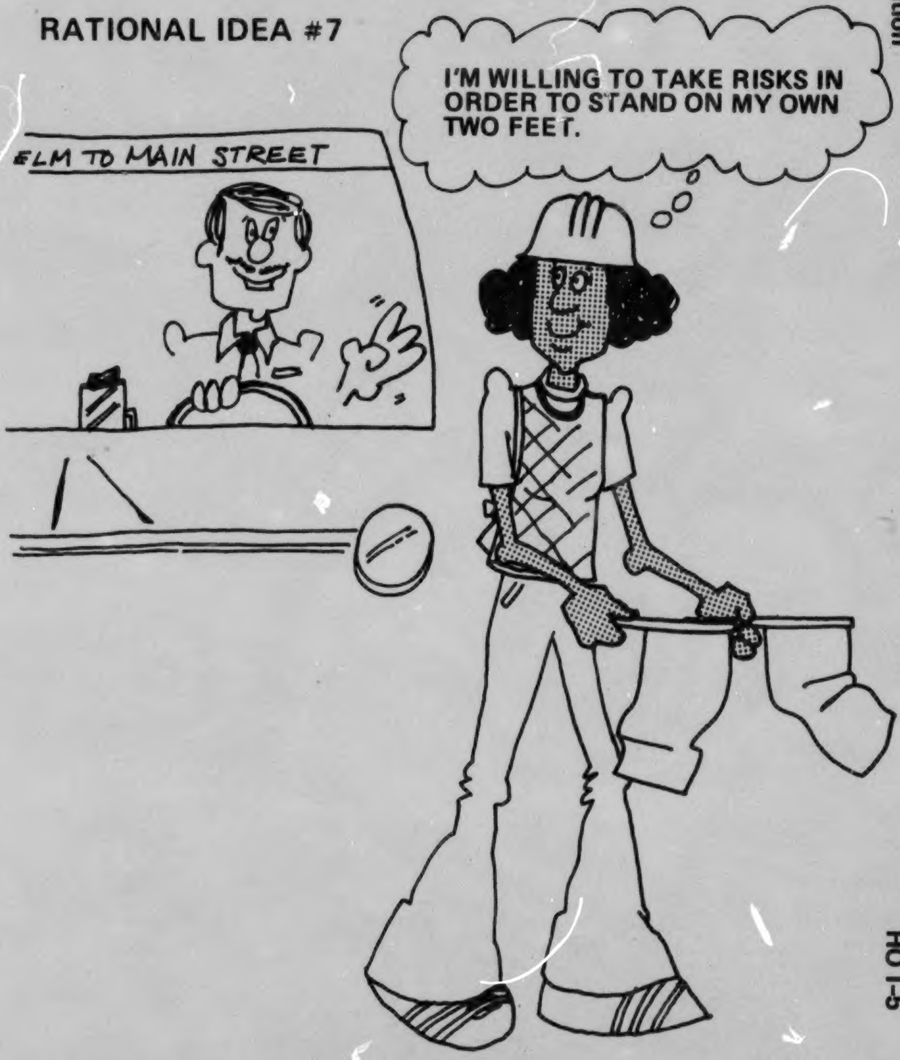
SITUATION 7

Juanita is a flagperson at a construction site. Her father is the supervisor who constantly yells directions at her.

IRRATIONAL IDEA #7


M TO MAIN S
8
I NEED SOMEONE TO TELL ME WHAT TO DO.

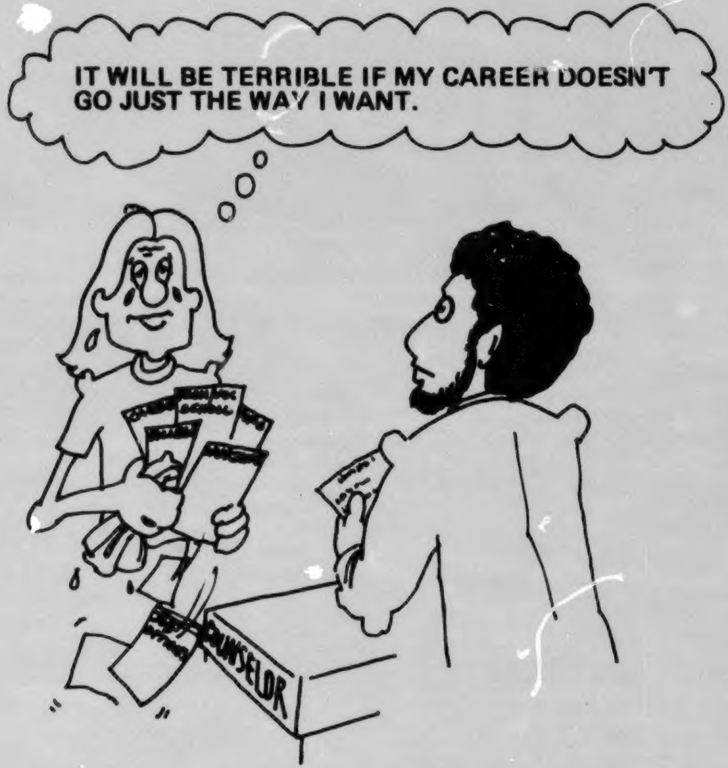
RATIONAL IDEA #7


ELM TO MAIN STREET
I'M WILLING TO TAKE RISKS IN ORDER TO STAND ON MY OWN TWO FEET.

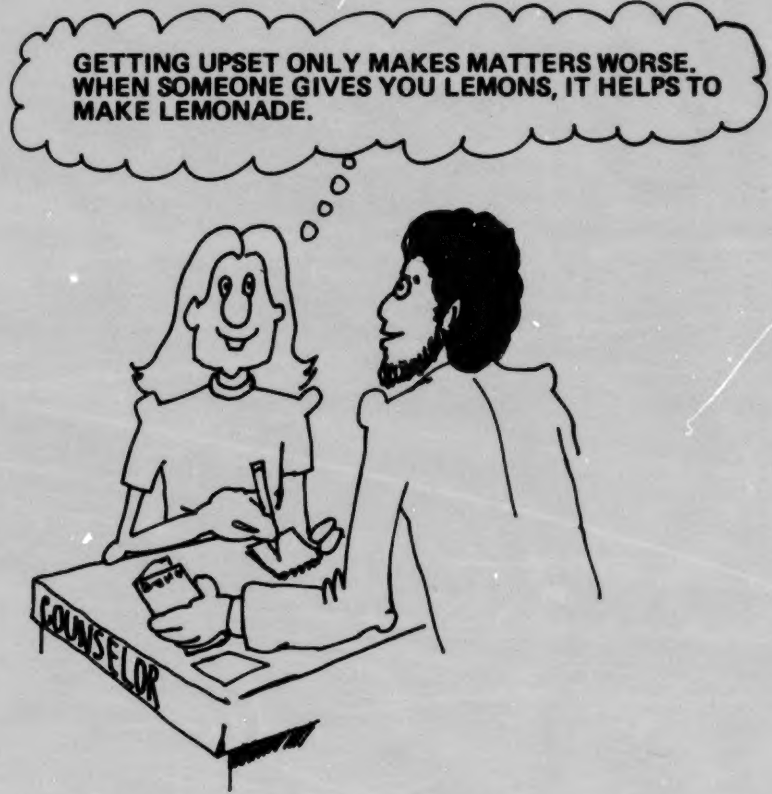
SITUATION 8

Diane has worked 5 years on the line at a car assembly plant that has just closed down. It's the only place she's ever worked.

IRRATIONAL IDEA #8


IT WILL BE TERRIBLE IF MY CAREER DOESN'T GO JUST THE WAY I WANT.
COUNSELOR

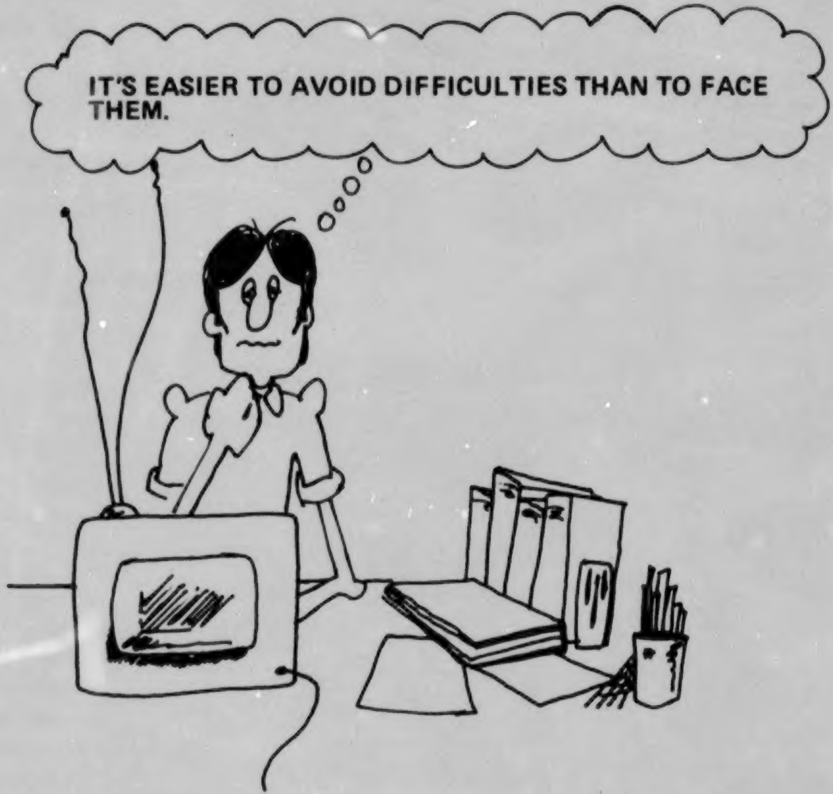
RATIONAL IDEA #8


GETTING UPSET ONLY MAKES MATTERS WORSE. WHEN SOMEONE GIVES YOU LEMONS, IT HELPS TO MAKE LEMONADE.
COUNSELOR

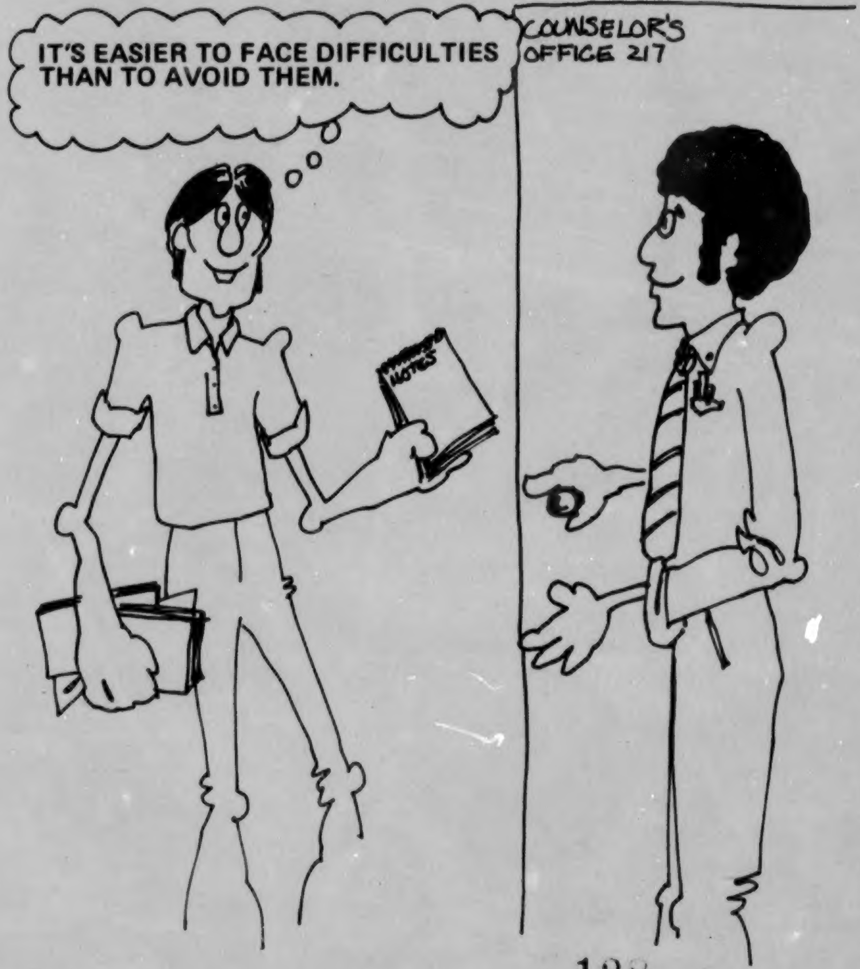
SITUATION 9

Mickey is studying to be a dental technician. His final exam is a week away and he has fallen behind in his studies because of illness.

IRRATIONAL IDEA #9


IT'S EASIER TO AVOID DIFFICULTIES THAN TO FACE THEM.

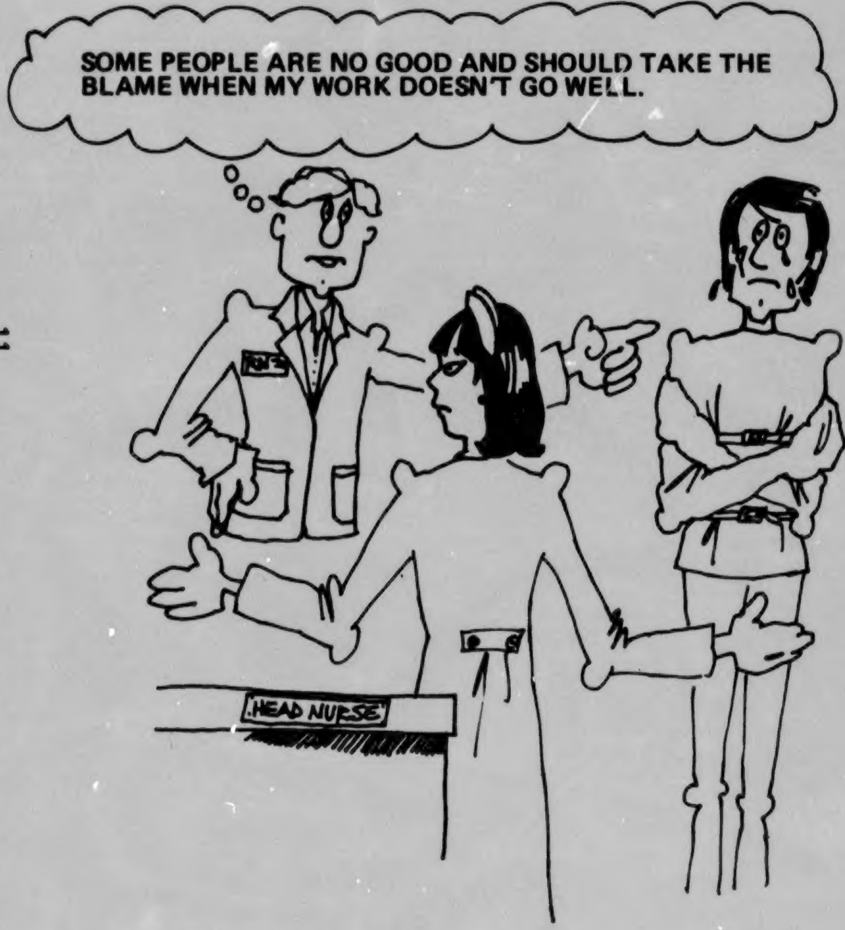
RATIONAL IDEA #9


IT'S EASIER TO FACE DIFFICULTIES THAN TO AVOID THEM.
COUNSELOR'S OFFICE 217
NOTES

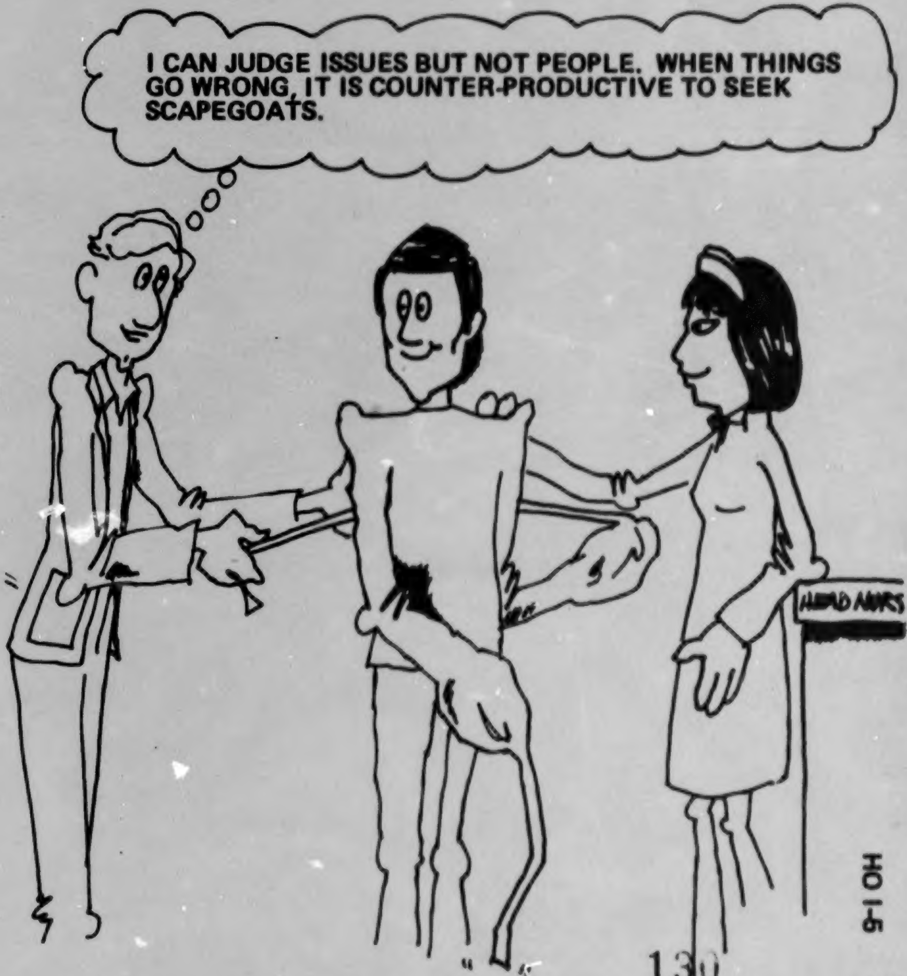
SITUATION 10

Nicholas is a male nurse in the psychiatry ward at Memorial Hospital. He is very authoritarian, suspicious, and ill-tempered when patients get upset.

IRRATIONAL IDEA #10


SOME PEOPLE ARE NO GOOD AND SHOULD TAKE THE BLAME WHEN MY WORK DOESN'T GO WELL.
HEAD NURSE

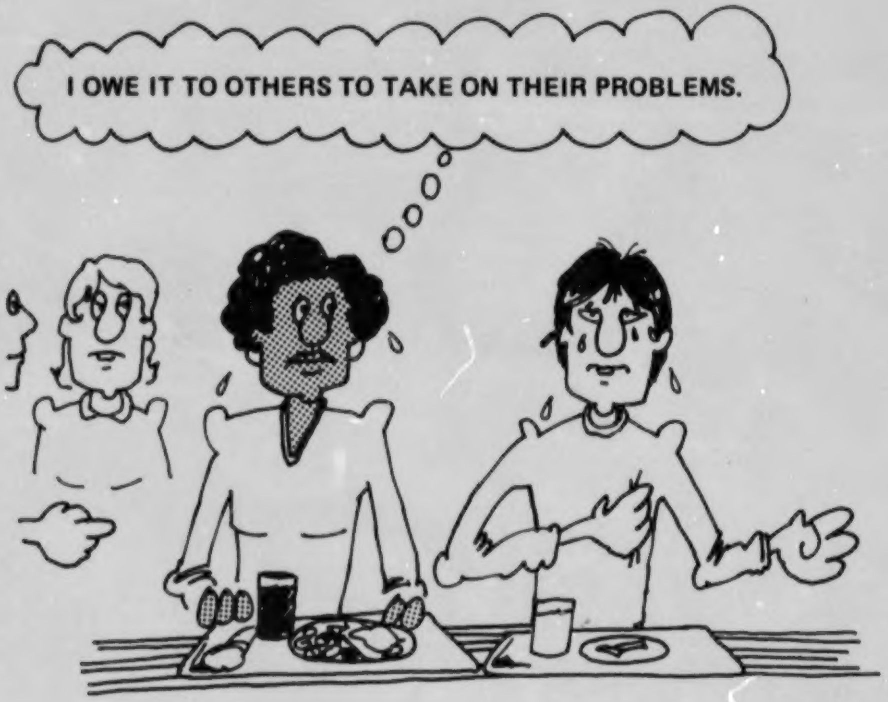
RATIONAL IDEA #10


I CAN JUDGE ISSUES BUT NOT PEOPLE. WHEN THINGS GO WRONG, IT IS COUNTER-PRODUCTIVE TO SEEK SCAPEGOATS.
HEAD NURS

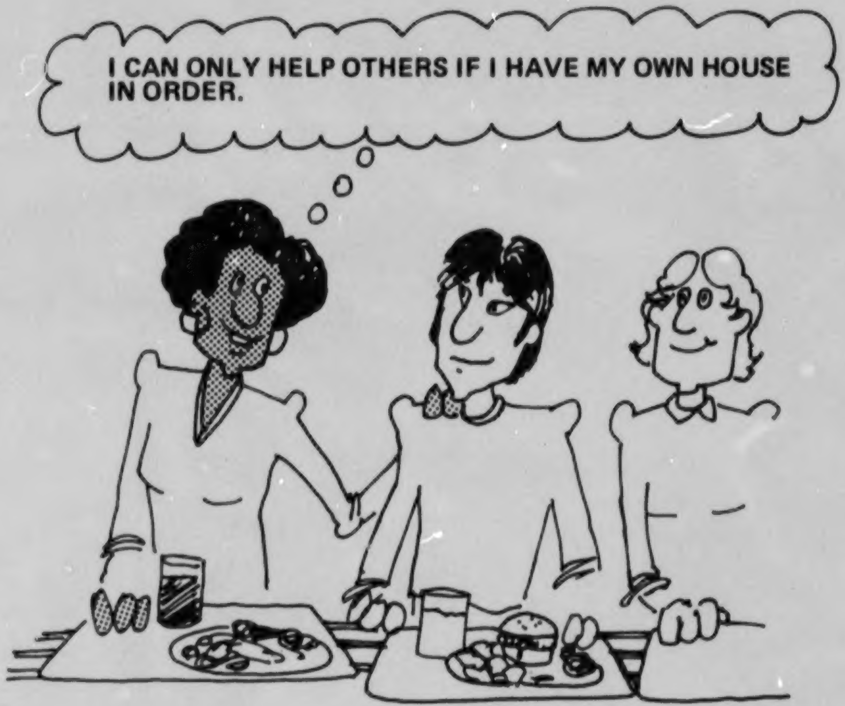
SITUATION 11

Debbie was chosen over Paul for the tool and die apprenticeship program. Paul is panicky because he got into debt expecting to enter the program and have the extra income. Paul has spread the word among coworkers to gain sympathy.

IRRATIONAL IDEA #11


I OWE IT TO OTHERS TO TAKE ON THEIR PROBLEMS.

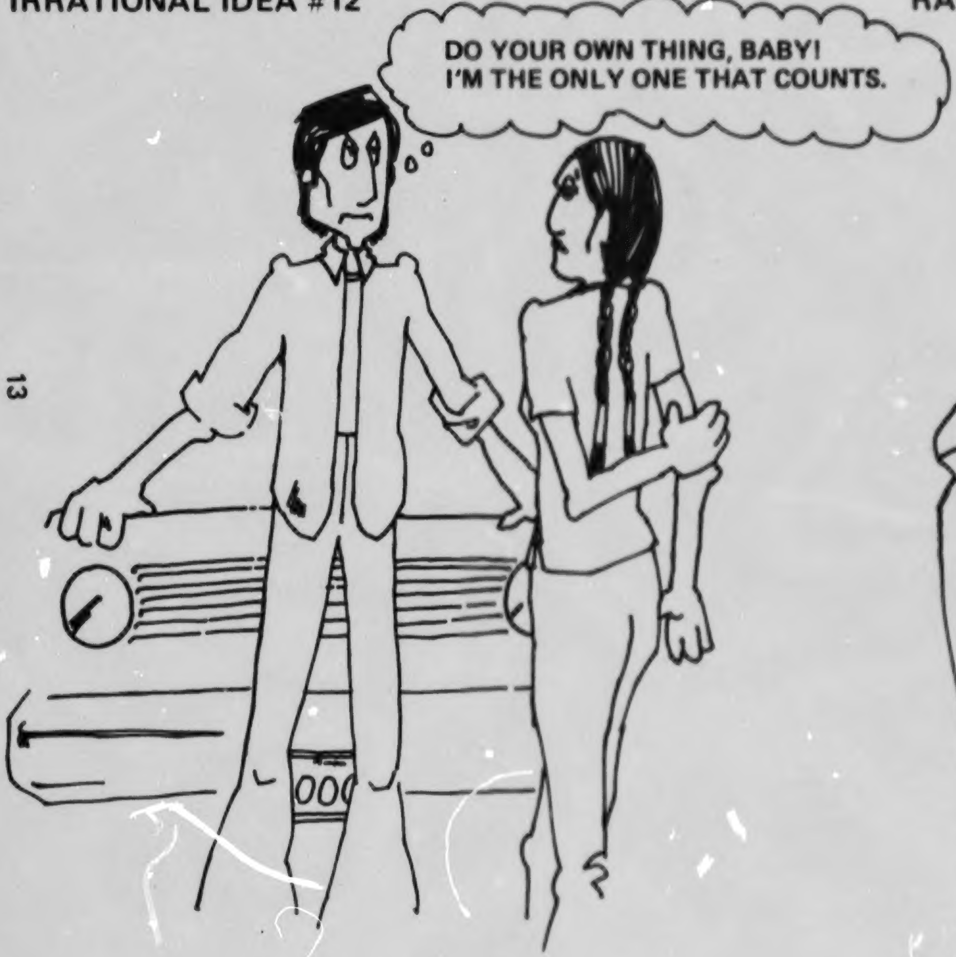
RATIONAL IDEA #11


I CAN ONLY HELP OTHERS IF I HAVE MY OWN HOUSE IN ORDER.

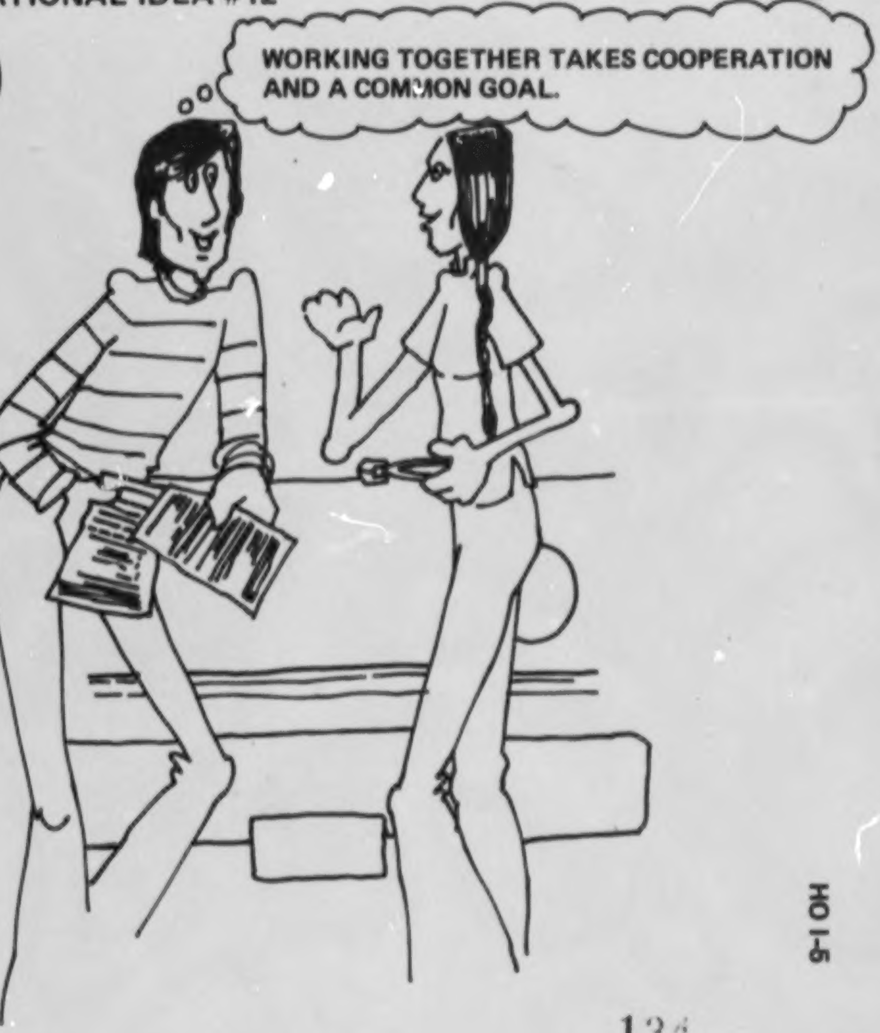
SITUATION 12

Dave has been asked to share the work on a car with Helen. Helen is new in the class. Dave wants to have the car all to himself.

IRRATIONAL IDEA #12


DO YOUR OWN THING, BABY!
I'M THE ONLY ONE THAT COUNTS.

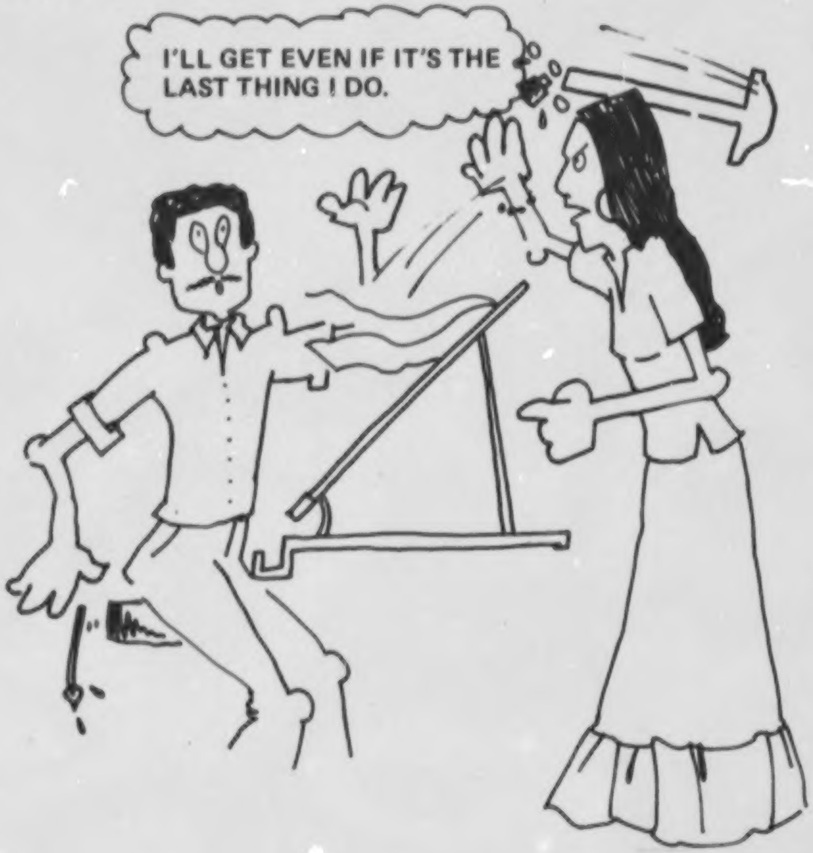
RATIONAL IDEA #12


WORKING TOGETHER TAKES COOPERATION AND A COMMON GOAL.

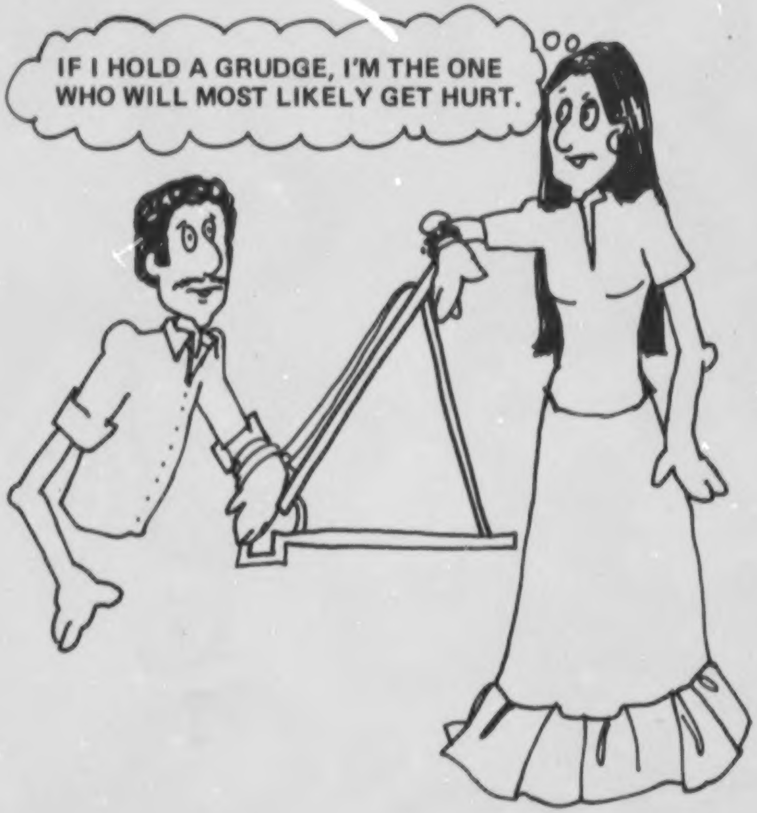
SITUATION 13

Someone in drafting class pulled a prank on Teresa. Her pencils were broken in two, and her pocket calculator was hidden.

IRRATIONAL IDEA #13


I'LL GET EVEN IF IT'S THE LAST THING I DO.

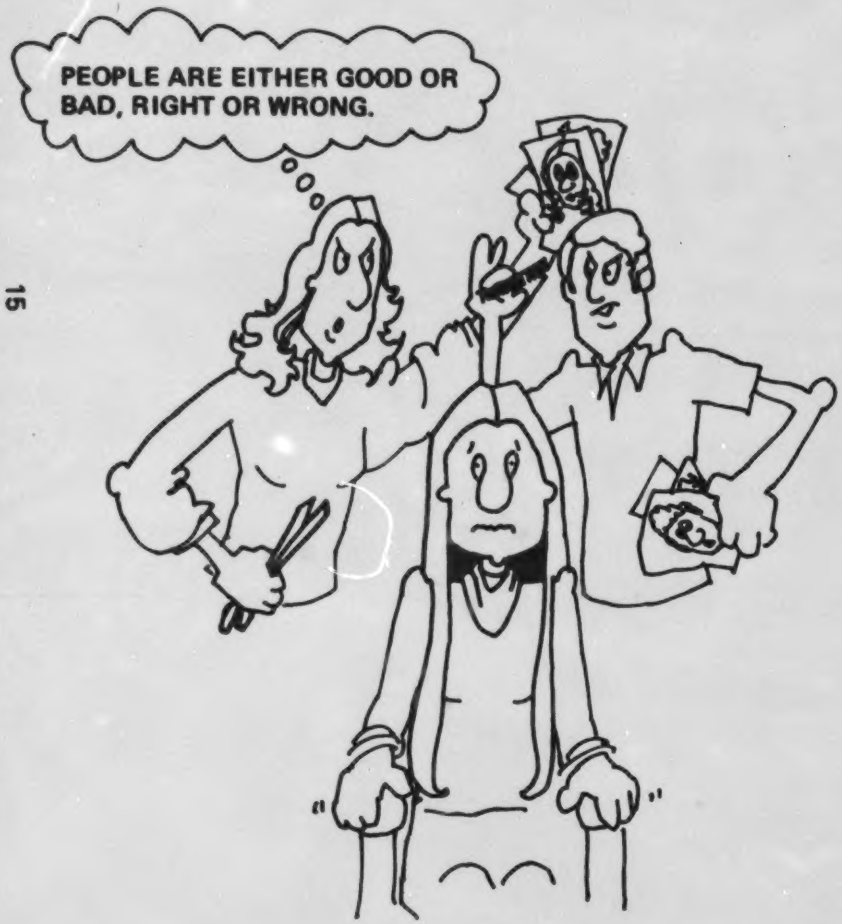
RATIONAL IDEA #13


IF I HOLD A GRUDGE, I'M THE ONE WHO WILL MOST LIKELY GET HURT.

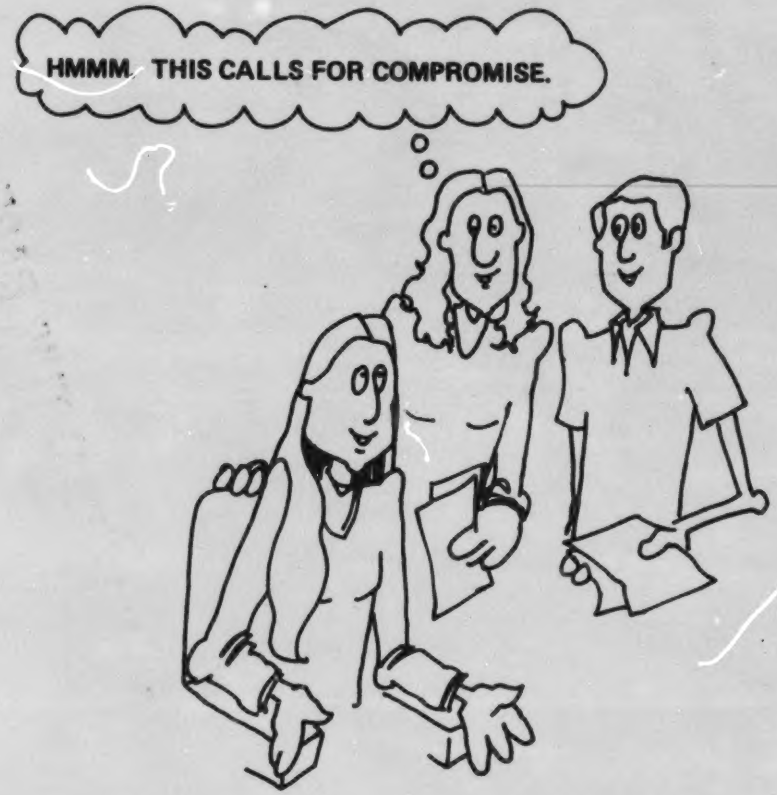
SITUATION 14

Linda has been asked to plan a hairstyle with George. She doesn't like his ideas.

IRRATIONAL IDEA #14


PEOPLE ARE EITHER GOOD OR BAD, RIGHT OR WRONG.

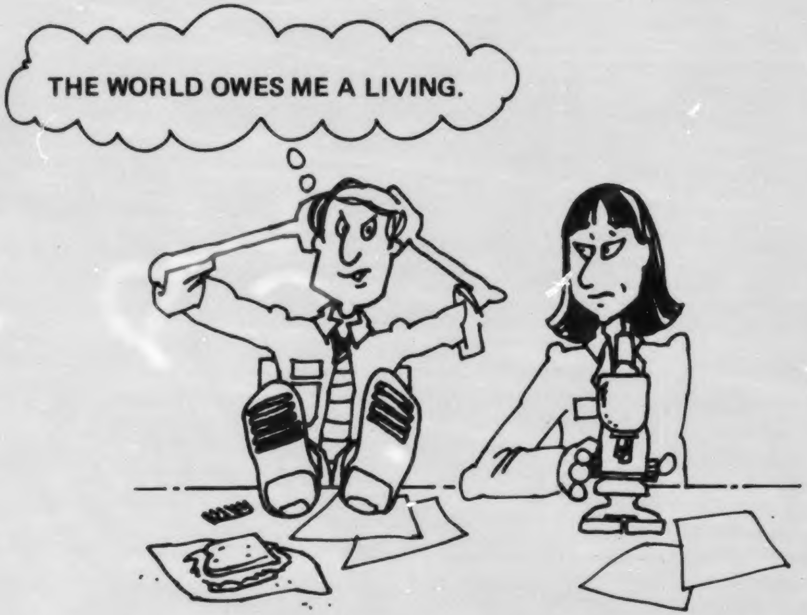
RATIONAL IDEA #14


HMMM. THIS CALLS FOR COMPROMISE.

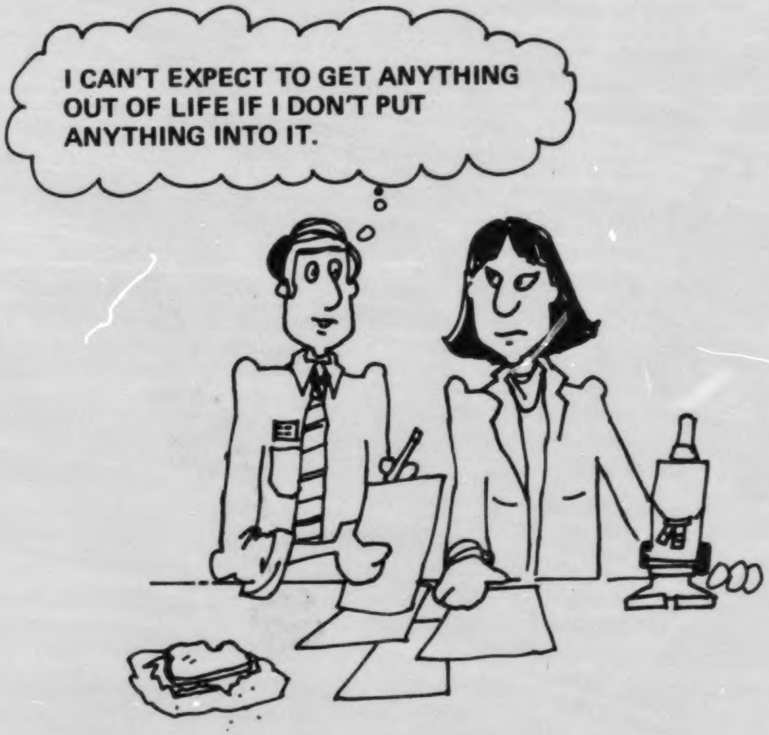
SITUATION 15

Ken is studying to become a nurse. He thinks that, as a man, he'll have it made in this profession. The girls in class exclude him from their conversations.

IRRATIONAL IDEA #15


THE WORLD OWES ME A LIVING.

RATIONAL IDEA #15


I CAN'T EXPECT TO GET ANYTHING OUT OF LIFE IF I DON'T PUT ANYTHING INTO IT.

MY COMMUNICATION SKILLS DIARY – WEEK 2

Directions: Write below a brief description of 3 to 5 examples of nonverbal messages you use during the second week. Analyze the outcomes of each message and write a preferred message if one is needed.

Situation (who, where, when)	Nonverbal Message	How I Felt	What the Outcome Was	Preferred Message
Example: I was playing basketball and got mad at the referee's call during the game.	I swore in a loud tone of voice, shook my fist, and threw the ball across the gym.	innocent, persecuted, and angry	I fouled out of the game.	Shake head, shrug shoulders, or look puzzled.

REVIEWING VERBAL COMMUNICATION

**WHETHER YOU'RE A TRADITIONAL OR A NONTRADITIONAL,
THESE VERBAL SKILLS CAN HELP YOU IN JOB INTERVIEWS
AND WORK SITUATIONS:**

SENDING SKILLS

- ✓ OWN YOUR OWN STATEMENTS
- ✓ DESCRIBE; DON'T JUDGE
- ✓ KEEP IT CLEAR AND CONCISE
- ✓ DESCRIBE YOUR RELATIONSHIPS AS YOU SEE THEM; DON'T JUDGE FOR OTHERS
- ✓ CONSIDER THE LISTENER'S PERSPECTIVE

RECEIVING SKILLS

- ✓ LISTEN ATTENTIVELY
- ✓ PARAPHRASE; DON'T JUDGE
- ✓ GIVE APPROPRIATE FEEDBACK
- ✓ ASK QUESTIONS IF YOU DON'T UNDERSTAND
- ✓ HEAR THE SPEAKER OUT; DON'T INTERRUPT

WHAT VERBAL MESSAGES DO YOU GIVE AS A SENDER OR RECEIVER?

VERBAL COMMUNICATION PROBLEM SOLVING

Directions: Form groups of three. Each group member is to choose one of the following communication problems to solve. Role play an effective way to respond to your chosen work or class situation. Also, serve as a partner in another role play. Be assertive if appropriate. As an observer, share your reactions to the communication patterns used by others. Apply the sending and receiving skills we have discussed.

Work Situations

1. A friend in a nontraditional job joined you for lunch to share problems at work. This friend says,

   > He's always giving me the dirty jobs. Whenever there's some job no one else wants to do, he singles me out. Next time I'm not going to do it.

   What do you say after this?
2. You've been asked to talk to a potential new employee about the nature of a job opening. She/he asks you how the attitude is of workers with whom she/he will be working. You don't think it's very good. What do you say?
3. You have applied for a job that you want very much. Unfortunately, one of your previous employers has said something negative about your absenteeism. How do you respond to the interviewer's request for an explanation?
4. You have made a mistake on your nontraditional job and a supervisor is angry. The reason you goofed is that a coworker gave you wrong information. Do you keep still or defend yourself?
5. After the incident with your supervisor, how do you engage in conversation with the coworker who gave you wrong information?

Class Situations

1. A traditional student kids you about having to work with a nontraditional student in class. What do you say to that traditional student?
2. Your counselor wants to know why you've been absent so much from school, yet have made it regularly to your part-time job. What do you say?
3. As a nontraditional, you don't appreciate the teasing you take from others in class. What do you say to get them to stop?
4. A nontraditional student confides in you some of his/her problems in getting along with the teacher. You aren't sure the student is objective. What do you say?
5. You are afraid of your teacher. He/she doesn't have much patience. You have trouble understanding lectures because he/she talks so fast. Do you approach this teacher for help or complain to a friend?

HOW AWARE AM I OF VERBAL COMMUNICATION SKILLS?

Directions: Read each of the ten situations below and choose the message that you think shows the most verbal skill. Write the letter of that choice on the line at the left.

____ 1. Your teacher notices that you and your lab partner Mary are not working well together. He asks you what is wrong. You reply:

a) "Nothing."

b) "Mary has not spoken to me for a week."

c) "Mary's impossible to work with."

____ 2. You are a nontraditional student. A traditional classmate notices that you aren't making progress on your project for the day. When he/she offers to help, you say:

a) "Oh, would you please finish for me? I'm so frustrated, I could die."

b) "Could you go over the directions with me? I'd really appreciate it."

c) "Leave me alone; I want to figure this out by myself."

____ 3. Something seems to be troubling your coworker. You can't understand why she/he has been frowning at you all day. You say:

a) "Boy, some people sure are gloomy today!"

b) "You're angry again; why are you always angry?"

c) "I can't understand why you're frowning. Are you angry with me?"

____ 4. You have just been offered a job, but it isn't your first choice. You need to stall a decision until tomorrow. To the interviewer's offer, you say:

a) "The job sounds interesting, but I need more time to think about it. My spouse may not be willing to move."

b) "Thank you for the offer, but it's not my first choice."

c) "Maybe."

____ 5. Your coworker seems dissatisfied with the way the two of you are doing a task. You aren't clear, however, as to just what he/she is suggesting. So you say:

a) 'What I hear you saying is that we need to do the job differently."

b) "If you don't like it, do it by yourself!"

c) "You're not making any sense."

____ 6. You are trying to complete a task. Your classmates are through and making so much noise that it's hard to concentrate. You say:

a) "What we need around here is some peace and quiet."

b) "I don't suppose you'd quiet down so I can work, would you?"

c) "I need some quiet to be able to concentrate on finishing this."

____ 7. A new supervisor has been hired in your department. This person turns out to be a nontraditional. The first time she/he gives directions, you say:

a) "You're new here; I don't have to listen to you."

b) "What do you know about anything? This is women's/men's work."

c) "I can see from your point of view, it's taking too long. Tell me again the procedure you want me to follow."

____ 8. You are a nurse on duty during visitor's hours. A stranger asks you details about one of your patients. You say:

a) "You don't have any business asking me that."

b) "I'm afraid that's confidential information."

c) "Rumor has it that there's no hope."

____ 9. One of your classmates lost the textbook you lent overnight. When you find out, you say:

a) "I can imagine how you must feel. Tell me what happened."

b) "Before you go any further, I don't want to hear any excuses."

c) "That's all right."

____ 10. When class starts, the teacher asks you where your textbook is. You say:

a) "You wouldn't believe it if I told you."

b) "I made the mistake of lending it to someone who left it on the bus last night, and this person's looked everywhere for it, but can't find it. I haven't had a chance to see if it's been turned in at the office, but I promise to inquire there right after lunch. I'd go sooner, but I have a test next period—in history, my hardest subject."

c) "I don't know. A friend lost it by accident."

REVIEWING NONVERBAL COMMUNICATION

HOW TRADITIONALS AND NONTRADITIONALS GIVE NONVERBAL MESSAGES:

- ✓ BODY POSTURE
- ✓ MOVEMENT
- ✓ FACIAL EXPRESSION
- ✓ GESTURES
- ✓ TEARS
- ✓ TOUCHING
- ✓ EYE CONTACT
- ✓ USE OF SPACE
- ✓ USE OF TIME
- ✓ TONE OF VOICE
- ✓ RATE OF SPEECH
- ✓ CLOTHING
- ✓ OVERALL APPEARANCE

WHAT NONVERBAL MESSAGES DO YOU GIVE?

MY COMMUNICATION SKILLS DIARY – WEEK 3

Directions: Write below a brief description of 3 to 5 examples of verbal and nonverbal messages you use during the third week of your diary. List examples of messages that show both successes and problems in improving your communication skills. Analyze the outcomes of each message and write a preferred message if one is needed.

	Situation (who, where, when)	Verbal or Nonverbal Message	How I Felt	What the Outcome Was	Preferred Message
Successes					
Problems					

NONVERBAL COMMUNICATION REHEARSAL

Directions: Form groups of four. From the four categories below, pick one situation to rehearse positive nonverbal messages. Also, serve as partner in one other rehearsal. You'll be an observer with feedback about communication patterns in the other two rehearsals your group does. If you prefer, make up your own situation involving traditionals and nontraditionals to rehearse.

Traditional Student

1. Confront a nontraditional student in your class who is using your equipment instead of her/his own. You want them back. Use nonverbal messages that are assertive.
2. Let your teacher know you think he/she gives more help to the nontraditional student in class than to the traditional ones. Consequently, class goes too slowly and you're bored. Be assertive in your nonverbal messages.
3. Try to convince another traditional student to stop harassing the nontraditional in your class. Be assertive in your nonverbal messages.

Nontraditional Student

1. Try to convince one of your parents that you sincerely want to study a nontraditional occupation. The parent wants you to be part of the family business. Use nonverbal messages that are assertive rather than aggressive.
2. Ask your teacher to explain some of the things that others seem to know already about the course. The teacher forgets that you're a nontraditional without the same background. Be assertive rather than indirect or passive in your nonverbal messages.
3. Confront a traditional student to ask him/her to do a class project with you. You're the only nontraditional in class. So far, everyone has turned you down. Choose the communication pattern that you think will work best. Watch your nonverbal messages.

Traditional Worker

1. Conduct an interview with a nontraditional worker with whom it is hard to talk. She/he has excellent qualifications and recommendations. Try to draw this person out. Be assertive in your nonverbal messages.
2. As a nontraditional worker's supervisor, evaluate her/his work for a probationary evaluation. The person is related to your boss. Avoid being indirect or passive in your nonverbal messages.
3. Plan a task with a nontraditional worker with whom you've been teamed. The nontraditional talks aggressively in an effort to prove himself/herself. Avoid being aggressive in your nonverbal messages.

Nontraditional Worker

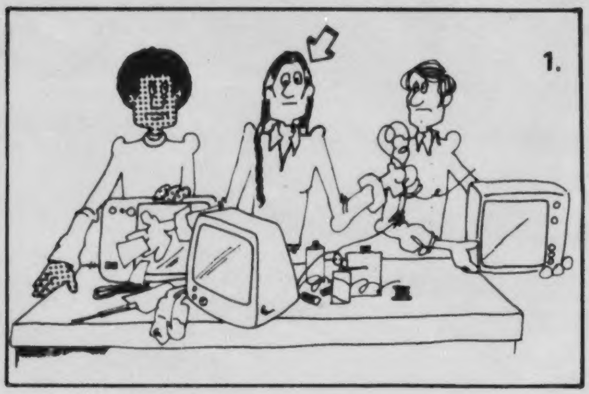
1. Apply for your first job. The director of personnel seems unsure that you can do the job. Try, nonverbally, during the interview to show your confidence, ability to get along, and interest. Be assertive rather than indirect.

2. Confront your supervisor about survival testing. His/her unreasonable requests make it hard for you to hold your own with coworkers. They also set a bad example for coworkers to follow. Watch your nonverbal messages so you don't seem aggressive.

3. Rehearse a conversation with a traditional coworker who is too protective of you. You don't want to be set apart from coworkers. Avoid being passive in your nonverbal messages.

HOW AWARE AM I OF NONVERBAL COMMUNICATION SKILLS?

From the pictures shown below, select the ones in which workers (pointed out by arrows) give appropriate nonverbal messages. Circle the number of each picture you select.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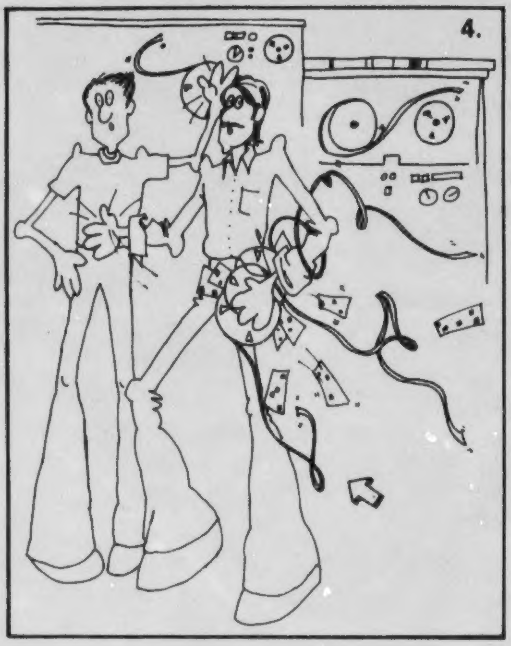
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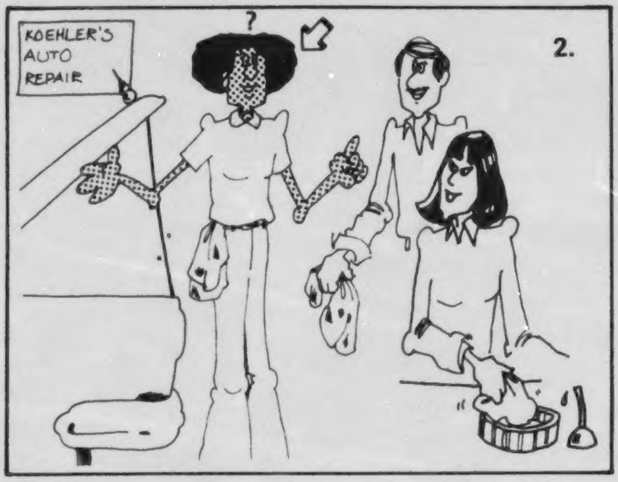
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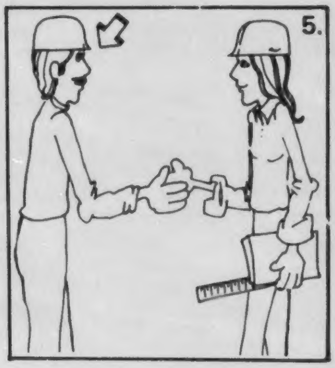
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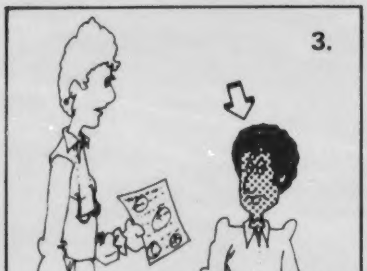
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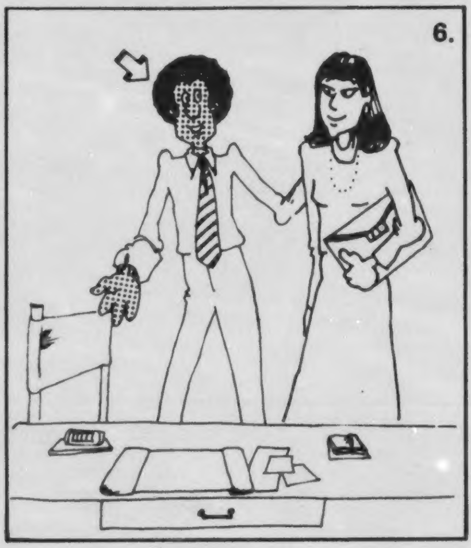
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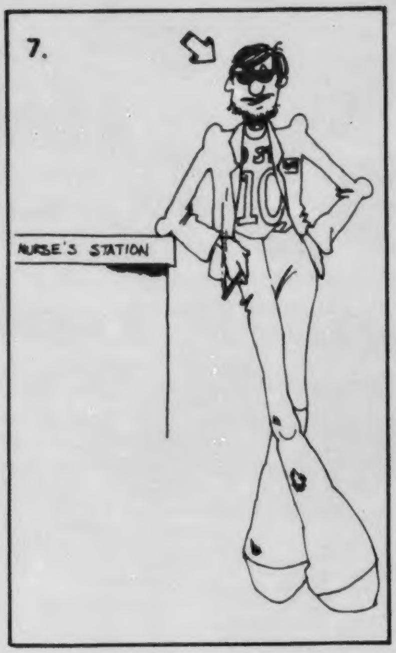
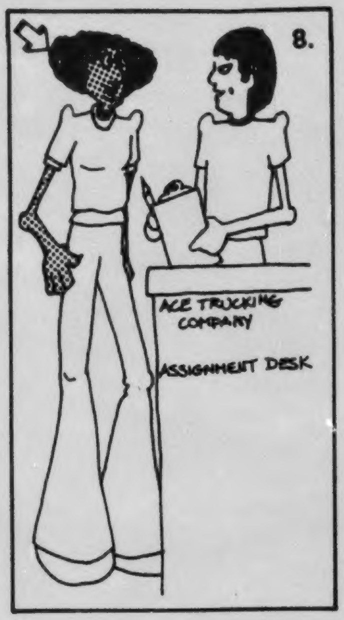


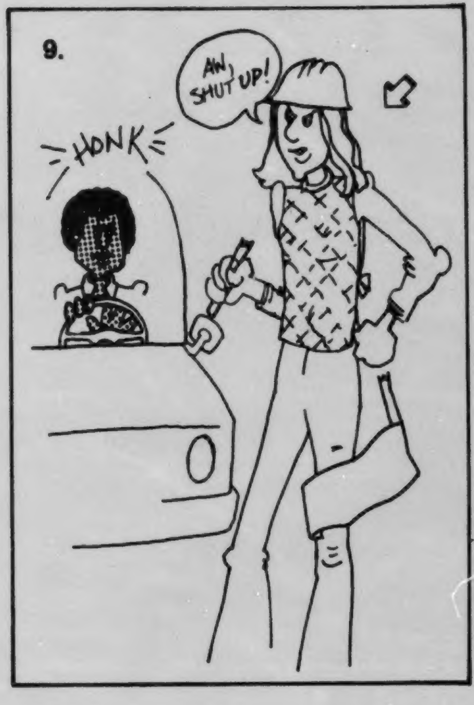
7.

NURSE'S STATION
10



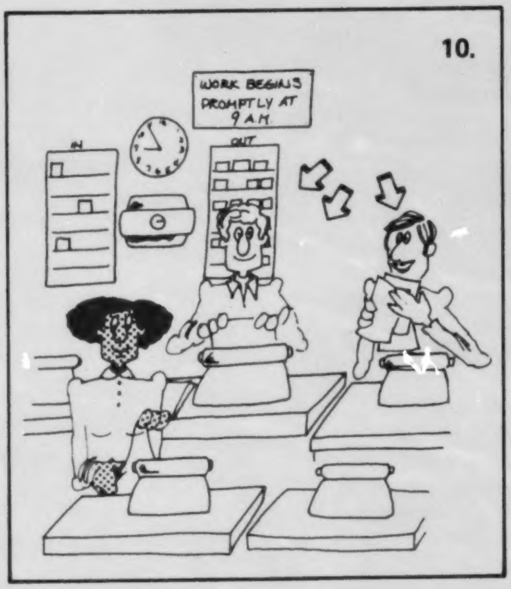
8.

ACE TRUCKING COMPANY
ASSIGNMENT DESK



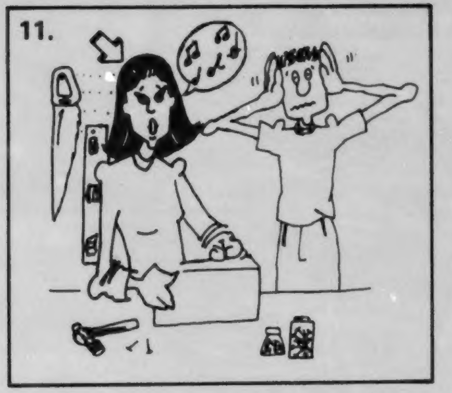
9.

HONK
AW, SHUT UP!



10.

WORK BEGINS PROMPTLY AT 9 A.M.
IN
OUT



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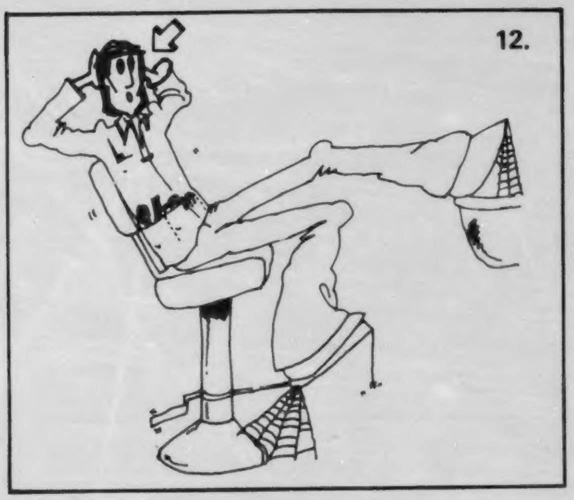

12.

PROBLEM MESSAGES WITH SEXUAL HARASSMENT

Directions: Write below a brief description of some examples you have observed of sexual harassment. The victim may be either a woman or a man. Sources may include news broadcasts, newspaper or magazine articles, movie or television programs, or even stories someone has told you. Also think of books you have read. Don't worry whether your definition of sexual harassment is accurate. Part of what we want to find out is what you think falls into the category of sexual harassment.

Sexual harassment examples	What was said by the harasser?	How did the victim react verbally and nonverbally?	What the outcome was
Example: Jack Tripper on the TV program *Three's Company* was pinched and bothered by his boss.	Flattering and seductive things in an unbusinesslike way	He got nervous and made lots of mistakes; then he tried to talk it over	Jack was fired for not cooperating; the result was that he went to court.

WHAT TO SAY IF SEXUALLY HARASSED – TWO SAMPLE PROBLEMS

Sample Problem A

You are a star athlete in your school. The team frequently travels to games on the same bus with the cheerleaders. They also practice in the same gym every day after school. This brings you into close contact with one of the cheerleaders. Jeanette just won't leave you alone. She leaves notes in your locker, calls you at home at all hours, and always connives to sit with you on the bus. Now she's flirting with you to get you to ask her to the prom. You should say:

A. Nothing at all. It might start trouble between the team and the cheerleaders.

B. "I really feel uncomfortable when you flirt with me because I don't want others to get the wrong idea. I like you as a friend, but I'm not interested in anything more."

C. "Buzz off, you creep. Get lost, will ya?"

D. "A nice girl like you should know better than to flirt with me like this. You must want a bad reputation."

Sample Problem B

You have taken a job as executive secretary to the president of a small company. The job entails personal services for the boss, which the boss has tried to extend to sexual services. Since the boss owns the company, there is no one to whom you can complain. Fearing that refusal will place your job in jeopardy, you have asked to think about it overnight. The next day you want to say:

A. I won't go to bed with you because it's against my principles. If you wanted that kind of secretary, you should have made that clear during my interview.

B. I won't, and if you ask me again, I'll tell your wife/husband and everyone who works here. If you don't bring it up again, I won't either. You decide.

C. I can't, even though I like you a lot, because you don't turn me on. Besides, I never get involved with men/women unless I'm attracted to them.

D. I won't go to bed with you because sex would harm our good working relationship. My work is important to me. I would not deliberately do anything that would detract from it.

Source:
Sample Problem B adapted from Fleming, J.D. Shoptalk about shop sex. *Working Woman,* July 1979, 33-34.

Answer — Sample Problem A

A. Wrong. Pretending that you don't feel uneasy may add fuel to the fire. It may even conceivably throw you off balance so you don't perform well with the team. Avoidance may seem effective, but it's not. It magnifies the problem and decreases your ability to see simple solutions.

B. Right. Here you're expressing your feelings and the reasons behind them. But you're not making assumptions about Jeanette's intentions. You're meeting your needs while showing respect for her. The team and the cheerleading squad are unlikely to get involved.

C. Wrong. This response may meet your needs, but it also shows a lack of concern for Jeanette's feelings. She may stop flirting with you. But she's also likely to feel uncomfortable around you. The team and cheerleaders may notice and take sides.

D. Wrong. There are two mistakes here. You haven't told Jeanette how you feel. You also make judgmental statements about her. This may damage good feelings between you and spread to others.

Answer — Sample Problem B

A. Wrong. This response may be truthful but could jeopardize your job.

B. Wrong. This response may win a little time but is threatening to your boss. Most people respond to threats by retaliating.

C. Wrong. This response may come across as an open invitation to courtship. Your boss may simply try to increase your sexual interest in her/him.

D. Right. This response may make you feel good about yourself even if it is no guarantee against being fired. It is put as a business-related decision rather than a personal putdown. Your boss may decide to keep a professional worker and channel sexual attentions elsewhere.

ADVICE IF YOU FEEL SEXUALLY HARASSED

1. *Sexual harassment can be difficult to recognize or prove.* Was his/her pat on the shoulder an involuntary gesture of friendship, or was he/she testing your receptivity? Did anyone else see the incident?

2. *Don't jump to hasty conclusions.* Sometimes cultural or individual differences exist in communication patterns; informality should not be misconstrued. Remember the self-fulfilling prophecy.

3. *Make it perfectly clear at the outset where you stand.* No response or an unclear one may give the signal that you're willing, but coy. Also, offenders may not be aware that their attentions are objectionable.

4. *It is generally wise to avoid legal action if possible.* Legal action is lengthy and expensive; also, courts have as yet made few rulings about sexual harassment. Compensation so far has averaged less than $10,000.

5. *The situation will probably worsen if you keep quiet.* While defensiveness may fuel the fire, overlooking obvious incidents of sexual harassment signals submission. If you think it is possible to reason with the offender, do so. Trust your instincts, and don't blame yourself for what happened.

6. *If the direct approach doesn't work, go to the appropriate official before complaints of incompetence can filter down.* Your supervisor, director of personnel, or ombudsman may help if you document your complaints.

7. *Know your company politically.* Who is close to the power structure and unlikely to be reprimanded?

8. *Complaints from a group may seem more credible than from an individual.* You are unlikely to be the first victim, and there's strength in numbers.

9. *As precautions, develop personal support in several areas and separate work from your social life.* The more secure your reputation, the more credible your complaint will be, and the less likely you will be demoted or fired as incompetent or a troublemaker.

10. *If you contemplate legal action, carefully document incidents of harassment and your efforts to go through channels.* Keep a diary of dates and witnesses to incidents as well as your efforts to keep the problem from escalating. A tape recorder may also be useful in collecting evidence.

11. *If your company does not have a sexual harassment policy, strive to achieve this through existing grievance or affirmative action procedures.* As a legally defined form of sex discrimination, this problem is a legitimate one to raise.

12. *Seek counsel outside your company if an organization providing such services exists in your community.* Several cities including Boston, New York, Chicago, Washington, D.C., and San Francisco have helpful organizations.

Sources:

Achiron, M. Solving your problem: Sexual harassment on the job. *Mademoiselle,* October 1979, 116-118.

Bender, M. The changing rules of office romances. *Esquire,* April 24, 1979, *91,* 46-47.

Faier, J. Sexual harassment on the job. *Harper's Bazaar,* August 1979, 90-91.

How to tame the office wolf—without getting bitten. *Business Week,* October 1, 1979, 107-108.

Lindsey, K. Sexual harassment on the job. *Ms.,* November 1977, 47-51, 74-78.

Williamson, J. I'm being sexually harassed. What can I do? *Working Woman,* November 1979, 30.

AN OUNCE OF CAUTION . . .

Directions: Read and discuss the following guidelines and examples. Then analyze the case studies on the next page to see which speakers use recommended statements and which speakers are likely to make the listener defensive.

Use statements that have these characteristics:	*Don't use statements that have these characteristics:*
1. Deal with specifics, action, and the present that can be observed and mutually verified. Example: "I've found it hard to load the truck."	1. Are hard to mutually verify; that reflect personal inferences and judgments. Example: "It's too hard to load the truck."
2. Share ideas and information or explore options. Example: "How would it work to try this tool?"	2. Give advice, answers, or solutions that were not requested. Example: "The way to handle that problem is to use a hammer."
3. Remember the other person's needs. Example: "I think my experience rebuilding an old car shows my determination."	3. Impose your needs on others or give them more data than they want. Example: "Let me tell you all I've done repairing cars, and see if any of it fits this job."
4. Give "I-statements" to express feelings and needs. Example: "I feel that two persons could do this job more efficiently than one."	4. Make accusations or impose your opinions on others with "you-statements." Example: "You take too long to do your part of the job."

Source:
Materials adapted from Adelberger, A., Mackle, S., O'Neill, D., & Schacher, S. *Project Awareness: A multi-state leadership project addressing six discrimination issues in education* (Rev. ed.). Seattle, WA: Feminists Northwest, 1976, pp. H7-1–H7-2.

CASE STUDIES

An Ounce of Caution . . .

1. Carl is a new secretary to Ms. Templeton, a woman executive. Lately she has taken to paying him sexual compliments in front of others. She also likes to tell him dirty jokes. At first Carl thought Ms. Templeton was just earthy toward everyone, but one day she put a copy of *Playgirl* on his desk, open to the centerfold. Carl stormed into Ms. Templeton's office and said, "A lady wouldn't do such a thing."

2. Jane has been on the construction site one week as a carpenter's apprentice. Her supervisor keeps asking her to go out for a drink. Today he came up to Jane and asked her whether it's hard to get used to being divorced and not getting sex. Jane replied, "I would feel more comfortable if you didn't say things like that to me."

3. Clare has recently begun working at a restaurant as a waitress. Her boss insists on her wearing a short dress with a low neckline. She is embarrassed when he frequently pats her rump and makes sexual requests of her in front of customers. One evening when the same thing happened, Clare snapped back, "You really need to stop making remarks like that before people get the wrong idea about us."

4. Mr. Cerolli is a music teacher who has been receiving love letters on his music stand from Claudia, one of his students in the band. Lately she waits by his car after band rehearsal and phones him at home at all hours. One evening when Claudia calls, she asks him why he won't ask her out. Mr. Cerolli replies, "That's out of the question, Claudia. Can you see yourself going out with a happily married man?"

WHAT, ME DEFENSIVE?

Directions: Read and discuss the following guidelines and examples. Then analyze the case studies on the next page to see which ones show victims of sexual harassment who follow the guidelines below. Think of alternative responses for those who don't.

Guidelines to Follow to Get off the Defensive

1. Bring the hidden meaning to the surface by naming the issue or action. Say what you want to once and then drop it.
   Example:
   "Please don't help me so much; I need to handle it myself."

2. Bring the hidden meaning to the surface by stating your feeling. Again, say what you want to once and then drop it.
   Example:
   "I feel uncomfortable with your whispering."

3. Either give a nonverbal response as though you don't understand or buy time verbally to allow time to cool off and decide your next step.
   Example:
   "I'm sorry, but I didn't hear you."

4. Use active listening by turning the conversation away from your feelings to the other person's.
   Example:
   "It must be hard for you to get used to working with a man instead of a woman."

5. Ignore the hidden meaning. Instead, focus on the specific facts of the speaker's actual statement.
   Example:
   Comment: "You mean that this is all you've been able to do?"
   Reply: "Yes, this is how the car's shaping up. Do you have a suggestion for the carburetor adjustment?"

Source:
Material adapted from Adelberger, A., Mackle, S., O'Neill, D., & Schacher, S. *Project Awareness: A multi-state leadership project addressing sex discrimination issues in education* (Rev. ed.). Seattle, WA: Feminists Northwest, 1976, pp. H7-3–H7-4.

CASE STUDIES
What, Me Defensive?

1. Rachel is having difficulty on her job in the factory. She tried to overlook the whistles from men as she walked by, but one day she opened her lunchbox and found two nuts tied together on top of her sandwich. When she got angry and complained to her supervisor, he said, "Where's your sense of humor?" Rachel's response was to say, "Who do you think you are to say that to me?"

2. Jonathan is a male nurse in the maternity ward. He has been frequently embarrassed by the head nurse's looking him up and down and asking him personal questions. One day as he is bathing an infant, she walks over to him and asks him why he takes care of babies rather than making them. Jonathan replies, "I feel that remark was inappropriate."

3. The head nurse persists in her conversation with Jonathan. Finally Jonathan says, "It may be hard for you to understand, but the only reason I'm here is to be a nurse."

4. Maria is studying horticulture. She enjoys class very much, except for Juan, one of her male classmates, who continually tries to make sexual advances. This has become so bothersome that Maria has a hard time concentrating on her work. She doesn't know, when her back is turned, what Juan will do or say. One day Juan asks Maria if she's ever gone to bed with someone. Maria replies, "Did you say something, Juan?"

5. Margo is the secretary of a small law firm. She sometimes has to work evenings to keep up with the paperwork. She expected to get a raise, until Mr. Seiple, her boss, propositioned her during her yearly evaluation interview. It was very subtle, but Margo could read between the lines. She replied to his desire to "work more closely with her in return for a raise" by saying, "That sounds like a bribe. And I'm not going to stand for it. Where do you get off expecting me to work even harder for you than I do already? Work more closely with you indeed!"

THINGS YOU WISH SOMEONE HAD TOLD YOU ABOUT SEXUAL HARASSMENT

Introduction

The examples that you have shared reveal that media and literature contain a considerable amount of sexual abuse and sex bias reflecting everyday life and sex discrimination—even sexual harassment—in the work place. Most of the examples you talked about deal with women as weak, dependent, and naive—in short, as victims. Our culture is used to that. Take our humor. At whom do we laugh?

As an experiment, here are two jokes. See how you react to the way males and females are portrayed. The first joke came from a *Reader's Digest* reference to Himmel (1980, p. 79) and the second joke, from an article in *Psychology Today* ("What's So Funny?", 1978, p. 102).

> The newlyweds were honeymooning in Atlantic City. As they walked arm-in-arm along the beach, the young groom looked out to sea and cried poetically: "Roll on, thou deep and dark blue ocean, roll!"
>
> His starry-eyed bride gazed at the water for a moment, then in hushed tones gasped, "Oh, Fred, you wonderful man! It's doing it."

> The feminist who was giving a speech in support of the Equal Rights Amendment was interrupted by the deep voice of a heckler from the crowd. "Don't you wish you were a man?"
>
> "No," she replied without missing a beat. "How about you?"

Was it as easy to laugh at one joke as the other? Who comes off as the weaker or the stronger sex in each joke? Are you as comfortable with the woman having power in the second joke as you are with the man having power in the first?

Power is the key. In our discussion, we made distinctions among sex bias, sex discrimination, sexual abuse, and sexual harassment. But there's one thing that these problems all have in common—namely, excessive use of power at others' expense because of their sex.

When this excessive use of power happens in the work place—be it in school or on the job—and the person in power focuses on the victims' sexuality instead of their function as workers, we call it sexual harassment. Federal law now bans it as a form of sex discrimination. Why? Because victims' rights are denied when sexually harassed. Victims cannot freely choose to say yes or no to the harasser's sexual advances and still protect their job status. This is true whether it is a male restaurant owner propositioning a waitress in return for a job, or a woman military officer caressing a male soldier, or an instructor having sex with a student in return for a good grade.

Until recently, this problem affected only women since men were virtually in control of the work world. But recently, women have also been accused and tried in court for sexual harassment. The fact that men have also been sexually harassed clarifies that the problem does not stem from the stereotypical imagination, wiles, or seductive character of women. Nor is sexual harassment the inevitable result of men's instinctive urges. The range of ages and circumstances of the victims strongly argues that the root cause is power, not passion (Lindsey, 1977, p. 50).

Sometimes the line is hard to draw, but court rulings have tended to rule in favor of suits that proved a cost of jobs or work benefits to the victims ("Abusing Sex at the Office," 1980, p. 81). Such suits involved specific power situations such as hiring, firing, pay, training, promotions, survival testing, evaluation, and interviews.

Why Sexual Harassment Is a Problem

The effects of sexual harassment demonstrate that it is a genuine problem. Most obvious, perhaps, are the financial burdens of the victim who is fired or denied promotion for not complying. Besides this effect, is the fact that sexual harassment can interfere with the victim's ability to work, make that employee sick, miss work, or quit in desperation (James, n.d., pp. 1-2).

Furthermore, there is reason to believe that sexual harassment is a widespread problem. It is difficult to gather accurate data because of the victims' reluctance to divulge incidents. Nevertheless, a few studies show dramatic statistics, as summarized by Backhouse, Brophy, Friedman, Johnson, Klein, Lazarus, Lopes, Hooven, Wells, and Swann (1979, pp. 43-47).

Redbook magazine conducted a national survey of its readers in 1976. Eighty-eight percent of the 9,000 respondents reported having experienced some form of sexual harassment. An in-house poll was also conducted in 1976 of 875 women and men in professional and clerical positions at the United Nations. One-half of the women and 31 percent of the men reported either personal experience at some time with sexual pressures or an awareness that such pressure existed within the organization. Working Women United Institute conducted a survey in the Binghamton/Ithaca, New York region during 1975. Of 155 women surveyed, 70 percent reported at least one experience with sexual harassment.

This study and the *Redbook* survey show that women at the lower end of the salary and occupational scale suffer sexual harassment more severely. Faier (1979, p. 90) reports that in the Working Women United Institute survey, 75 percent of all the male harassers were in a position to hire or fire women employees. *Newsweek* reports in "Abusing Sex at the Office" (1980, p. 81) that the increase in complaints, while paralleling the increase of women in the work force, does not point to a new problem. Rather, these new workers are no longer submitting to intimidation.

Even before sexual harassment was legally defined in 1980, courts have also recognized that sexual harassment is a problem. Lindsey (1977, p. 50) cites a case of an employee of the Justice Department, who was awarded $16,000 in back pay. Her boss had fired her for refusing his sexual advances. In "Kryiagi v. Western Electric: Court Fines Five Bosses for Sexual Harassment" (1980, p. 27), a woman engineer was awarded a higher position with back pay by a New Jersey Federal District Court. The judge also awarded her $1,500 punitive damages from each of the workers who had sexually harassed her and indirectly caused her firing.

Why Silence until Now?

Another question you may have about sexual harassment is: Why has it gone unaddressed for so long? Try viewing the problem as a communication problem with the victims' feelings usually associated with powerlessness. Let's consider a few illustrations. (Use the transparency set here.)

1. If while working together late at night, your boss made sexual advances, would you feel *embarrassed?* (Show transparency 1.)
2. If you were being interviewed like this, would you feel *guilty?* (Show transparency 2.)
3. If your boss took away most of your responsibilities because you didn't respond to sexual advances, would you feel *put down?* (Show transparency 3.)
4. If colleagues purposely got in your way when you tried to walk by, would you become *frightened?* (Show transparency 4.)

5. Could you tell your supervisor to keep his hands off, or would you feel *intimidated?* (Show transparency 5.)
6. If your prospective employer indicated your getting the job depended more on your sexuality than capability, would you become *angry* or *upset?* (Show transparency 6.)

All these feelings can block communication. Maybe it's happened to you in school, if not at work, and you did not know what to call it. If it has happened, how did you handle sexual harassment like this? (Show transparency 7.) Or this? (Show transparency 8.)

Admittedly sexual harassment in the past and present has been a problem for women to cope with. James (n.d., pp. 2-3) suggests several reasons why women have trouble dealing with it: ambivalent feelings about their role as a woman and a worker, fear of reading the signs, self-blame, isolation from others in the office, fear of being labeled a troublemaker, expectations of men's behavior, and fear of retaliation.

Less is known about how men feel who are harassed. Backhouse et al. (1979, p. 37) report that the Alliance Against Sexual Coercion has found that its male clients, who have been bothered by other men, feel the same sense of violation that women sense who are sexually harassed. From a limited sample, they notice that men's first reaction tends to be anger instead of guilt. When a man is harassed by a woman, he may be reluctant to seek help because of the macho expectations of society that men should handle their own problems.

What to Do about It?

Williamson (1979, p. 30) describes various recommended steps for dealing with sexual harassment. Let me put them on the board.

1. Give a direct and firm no at the first sign of sexual harassment.
2. Speak to a sympathetic supervisor or personnel officer, followed by a letter to that person.
3. Talk discreetly to other employees who may also have been victims.
4. Check the company's personnel policies.
5. Seek legal action.

According to the article "Abusing Sex at the Office" (1980, p. 82), the first course of action may be the most effective and nonthreatening. That may indeed be so, because as Faier (1979, p. 164) points out, "Very few sexual harassment cases have so far been prosecuted successfully" or with substantial compensation. It is unquestioned that self-confidence and a degree of communication skills are required to successfully take that first step.

How is your skill in this department? Let's try some sample problems. (Use Handout IV-2, "What to Say If Sexually Harassed—Two Sample Problems.")

How does a person choose what to say in trying to cope with sexual harassment? If you are new on the job, remember that you can try to prevent it by attending to businesslike body language and verbal communication. For example, appropriate clothing and cordial, but nonseductive, language show others you want to be taken seriously as a worker. James (n.d., p. 4) suggests, also, that you can increase awareness of the issue among staff, work to have sexual harassment prohibited in your union contract, or discuss the issue with your employer before accepting a job. Beyond that, you should *not* feel guilty if you are sexually harassed. Certainly your reaction should depend upon the seriousness of the offense. Also, remember the general advice listed in Handout IV-3 ("Advice If You Feel Sexually Harassed"). (Distribute copies of Handout IV-3, read, and discuss.)

In addition to the advice in Handout IV-3, it may be worth noting things that James (n.d., p. 5) says *not* to do: do not call the harasser's spouse, do not try to embarrass the harasser, do not fight back physically or psychologically, and do not forget about what happened to you.

Power Politics, Sexuality, and Verbal Communication

To cope with sexual harassment, it may also be helpful to look at the nature of power politics and sexuality. In our society, Henley (1977, pp. 179-209) says that power and sexuality are often confused. Unfortunately, power gestures by powerless persons sometimes take on sexual meaning to perceivers. For example, a woman who stares, puts a hand on a man's shoulder, or invades his space may be construed as sexually interested. So, saying no assertively has its risks. Power tends to be exercised along a continuum, from least to greatest degree of force. These phases, from low to high degrees of force, are as follows:

1. Internalized controls—e.g., childhood teachings
2. Environmental structuring—stop signs, staff meetings
3. Nonverbal communication—avoidance, formality
4. Verbal communication—memos, cajoling, threats
5. Mild physical sanctions—police barricades, closed doors
6. Long-term restraint and its ramifications—isolation, imprisonment, firing
7. Weapons, death, war—At this point attempts to exert force are unlimited and harder to stop.

Generally, the mildest phase of force which is effective will be used.

As you can see, nonverbal and verbal behavior occupy a crucial point between subtle and direct uses of force—for instance, there is a difference between acting uninterested in someone's sexual advances and saying exactly what you feel. Clearly, beyond the image you project nonverbally of an earnest worker on the job, verbal communication skills can be a valuable tool in preventing sexual harassment and coping with it effectively if it occurs. Specifically, the verbal skills that prevent or cope with defensiveness are useful.

The problems with aggressive communication—and that is what sexual harassment is—are perhaps nowhere so obvious in work relationships than when defensiveness raises its ugly head. Essentially, defensive communication results when a person feels threatened by comments or situations and overreacts. Sometimes the source of the powerlessness is real; sometimes it is imagined. In either case, responding defensively is unlikely to help.

Often, people who are sexually harassed become defensive over time. The problem in part stems from the fact that they feel expressing anger is inappropriate—especially in work situations. They either fear what others will think if they show anger, or they fear the power of that anger. So these victims mask their anger with hurt feelings and in the process take personal offense that eventually explodes into defensiveness.

For workers and students, traditional or nontraditional, there is something to be learned here. As a traditional worker or student, you may feel threatened by the mere presence—let alone the comments—of a nontraditional coworker. As a nontraditional worker or student, you may, on the other hand, be overly sensitive to a powerlessness associated with being nontraditional.

It behooves you traditional workers, therefore, to learn constructive alternatives to putting nontraditionals on the defensive, especially through sexual harassment, and alternatives to responding defensively to change. Of course you nontraditionals also need to acquire diplomacy and coping skills to ward off either real or imagined attacks on your rights, without suffering indignities like sexual harassment. The next activities will give all of you some training in how to avoid defensiveness in your own and others' verbal communication.

Tape Script II-1
Cassette 1, Side 1

TWO NONTRADITIONAL STUDENTS SPEAK OUT

Chris, a second-year student at a joint vocational school, is enrolled in Equine Science (or, the horse industry). Chris has been interested in horses ever since she can remember. It didn't matter to her whether it was customary for a girl to work with horses or not because her heart was set on it. What verbal skills does she use?

Judy: What's been hard for you in being a nontraditional student?

Chris: Trying to get people to trust you as a person, not a female.

Judy: What people?

Chris: People at the fairgrounds, teachers who don't think the girls can do the work. They give us little jobs like sweeping up and raking up when the guys go out and jog the horses. And you gotta convince them that you can go out and jog the horses.

Judy: And how do you go about convincing them?

Chris: Well, the way I did it is you just do it and let the teacher see you doing it. And then, you know, you're going to come in and he's griping about you doing what he said not to, but at least he learned that I could do it.

Judy: What helps you most in getting along with the other students?

Chris: Just, I try to keep a light heart and keep things fun and interesting. And when people start getting down, I try to keep them up, and that keeps us going.

Judy: Can you think of any specific instances that happened to you that have at the heart of them the fact that you are a nontraditional? And I am curious to know how you dealt with that situation.

Chris: Well, we have a horse out at our barns now that is pretty wild. And nobody wanted to jog him and our teacher wasn't there that day. We had just a student teacher who never. . . . I wanted to go out and jog him, but everybody wasn't going to let me because he was so wild. And then the boys came out and said, "Well, I'll jog him; I'll be able to take care of it." And a few of them went down to clean their stalls, or something, and I just took the horse and went out. He started throwing fits, but I made it.

Judy: If someone said to you that you should be doing woman's work, how would you answer them?

Chris: I would just laugh at them. I have people tell me that all the time, but I say, "You have your hobbies and your loves, and I have mine and I'm following them."

Judy: How important do you think communication is to a nontraditional student?

Chris: Very important. If you don't talk, the feelings just get clogged up inside you, and then that is when tempers start flying.

Judy: Do you show anger in class?

Chris: Yes.

Judy: Toward guys? Toward your teacher? Who?

Chris: Toward a little bit of anybody. When the girls aren't doing their share of the work and the guys are acting too macho, I let them know.

Judy: Do you ever ask other students for help?

Chris: Not too often.

Judy: Why not?

Chris: Because I would rather do it on my own. I don't like asking for help because it shows that I can't do it, and I can do it.

Judy: Have you always felt that way? How about the first few weeks in class? Did you ever ask for help then?

Chris: Yeah. I was always a shy person that I was a little "wimpy," as you might put it. But since I found out how much work it takes to convince people that girls can do this job, I have become very independent and I am proud of it.

Greg, one of two male first-year students in Diversified Health Occupations, enrolled because he likes biology, zoology, and social studies. If he doesn't become a doctor, he thinks nursing might be an alternative. Does he use the same verbal skills as Chris?

Judy: How do your parents feel about your being in this program?

Greg: They wanted me to take another class; but I told them I was taking this one, so they just went along with me.

Judy: How does the teacher treat you? Just the same as the gals in the class, or are you treated differently?

Greg: A little differently. She directs mostly at the girls, but sometimes she will ask our opinions instead.

Judy: Does that bother you?

Greg: No.

Judy: How did the gals in class react to your being in the program at first? What about students outside the program—other male students, for example, here at the school?

Greg: I wasn't bothered by anybody; my brothers bothered me.

Judy: What did they say?

Greg: "You want to be a nurse," and stuff like that. "You are a sissy."

Judy: And how did you handle that, Greg?

Greg: I just turned the other cheek.

Judy: Do you think communication is more important—communication skills—is more important to you as a nontraditional than it would be to a traditional student?

Greg: Probably.

Judy: In what way?

Greg: That we would mostly get along with them—with men and boys and stuff like that—better than we would, girls.

Judy: Can you think of any incidents in any point in your program where you were in a difficult situation—maybe because you are a nontraditional—and you dealt with it in some interesting way?

Greg: Like being asked questions—like, "If you had a girlfriend and she was pregnant, would you leave her?" or stuff like that. That's what the girls asked me.

Judy: How did you handle it?

Greg: I said I didn't know what I would do.

Judy: You didn't know. That was a very political answer. If somebody said to you, "You ought to be doing men's work," how would you answer them?

Greg: I would say some of that *is* men's work. They carry patients and most nurses would take one or two, maybe three, nurses to carry one patient. And they need a man to do stuff like that.

Judy: What advice would you give to other students about pursuing a nontraditional occupation? If people give them a hard time, what should they do?

Greg: Just ignore them.

Judy: If you had a chance to talk to employers and teachers who weren't quite sure that nontraditional occupations is the way to go, what would you say to them? Would you like to give them any advice on what they could possibly do to make it easier for nontraditionals, either in school or to get a job?

Greg: They should take more interest in the male part of the class, as much as they do the female.

TWO NONTRADITIONAL WORKERS SPEAK OUT

Chuck is a bachelor, a veteran, a former biology teacher, and now a dental hygienist and nontraditional worker.

I was a dental technician in the navy. . . . When I was in the navy . . . it was not nontraditional. Most of them were males. . . . I just got so used to it being a male role, I didn't really think of it much as a female tradition at all. . . .

Oftentimes, I'll come into the operatory, and there'll be a male there; and they'll look at me kind of like . . . and do a doubletake, you know. They'll say, "Usually a woman cleans my teeth." . . . One patient requested I did not clean his teeth, because he said my hands were too big. He didn't want a male cleaning his teeth.

And I said, "Well, what about a dentist? I mean, dentists actually do restorations in your mouth, fillings, and they're males. . . ."

Ahh, most of the time, I would say, I oftentimes get confused with the dentist. . . . And oftentimes they call me doctor, and I'll have to correct them and say, "I'm a hygienist. . . ."

I'm very cautious now when I call up for an interview, or I see someone has given me a lead on a job. I'll call up and try to make it known that I'm not going in for the interview just to have them meet a male hygienist, because I've been interviewed a couple of times now, and the dentist will say, "Well, I just wanted to see what a dental hygienist, how they respond to certain things." And one dentist came in . . . and looked at me right away and said, "Why didn't you go to dental school?"

And I said (I was very on the defensive), and I said, "Well, I'll answer that question if you tell me if you ask all your female applicants the same question." I really didn't think it was a fair question. . . .

I remember I went for my interview to get into the school, and I interviewed with each of the instructors, and the two female instructors that were sitting there asked me, "How do you think you'll be able to deal with the male ego, working for another male? . . ."

I said, "I've worked with dentists before, since I had the experience in the military." I said, "They were all male, and I got along fine with them. There was no conflict there at all."

Sharron is a former welfare mother, a divorcee, a pattern maker for a farm machinery company, and another nontraditional worker.

I'm an apprentice pattern maker at Deere's. . . . The pattern makers' apprentices can be hired off the street—I do know that—but I've been at Deere's for 3 years and 2 months.

And when I first got at Deere's, I knew that I did not want to stay driving a fork truck, because you reach a certain labor grade and that's it. . . .

I didn't apply for an apprenticeship—I was getting ready to. . . . I took a course in drafting, and I took a course in blueprint reading; and I was just getting ready to put in my application when evidently my file was pulled, and one day my foreman called me. And he said, "You are supposed to call personnel." I thought I had done something wrong.

And I called out there, and they said, "Would you be interested in an apprenticeship?"

And I started crying, and I think they thought I was crazy. I was jumping up and down, and I said, "Yes, yes!" and I just couldn't believe it. . . .

Well, I didn't even know what a pattern maker was, and I hadn't swung much of a hammer. . . . So I just asked around, asked what it was, and the old guys told me. . . .

Okay, when I first got hired at Deere's, I begged and begged to get in there. I said, "Just give me a job where I can work for 40 hours and bring home a paycheck, and so that I can buy stuff for my family like my neighbor man does. . . ."

When I got hired at Deere's, I weighed 90 pounds, and I think he was testing me. He said, "What are you going to do in here for us?" I said, "Just give me a broom, and I'll show you, or a shovel. I don't care what it is, but I'll do it. . . ."

We load lumber that's extremely heavy, and I sometimes figure out ways—I take the smallest ones and put them on the lowest rack. But, you know, don't ever be afraid to ask somebody to help, because great big burly guys ask me, "Would you lift up the end of this board?"

And I say, "Sure, I will!" And I'm glad they ask me, because when I need to ask them, I'm glad they'll help me.

WHO SAYS IRRATIONAL IDEAS DON'T AFFECT COMMUNICATION PATTERNS OF STUDENTS AND WORKERS?

Directions for Facilitators: Cut the characters' role play tasks apart and distribute them to the appropriate role play participants.

ROLE PLAY NO. 1 – BETSY

Task A: Use Irrational Idea No. 1 as you act the part. Your instructor has asked you and Jake to check each other's work. Because you hold *Irrational Idea No. 1,* you are reluctant to find anything wrong, even though Jake's birdhouse is poorly done.

Task B: Use Rational Idea No. 1 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 1* and do not feel reluctant to check his work.

ROLE PLAY NO. 1 – JAKE

Task A: Your instructor has asked you and Betsy to check each other's work. You know there are problems with your birdhouse, but you don't want to admit it to Betsy because she's a female. You're also afraid she'll be hard on you because you've been talking about her. Therefore, you're not very cooperative.

Task B: Role play the same situation. This time feel free to respond differently if Betsy's messages inspire you.

ROLE PLAY NO. 2 – FRANK

Task A: Use Irrational Idea No. 2 as you act the part. You received a B on your last typing test when you wanted an A. You know the teacher, Mrs. Cosgrave, grades on the curve. So you go to her in hopes of convincing her to change your grade. You are influenced in your remarks by believing *Irrational Idea No. 2.*

Task B: Use Rational Idea No. 2 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 2* and do not feel so desperately in need of an A.

ROLE PLAY NO. 2 – MRS. COSGRAVE, TYPING TEACHER

Task A: If there is anything you can't stand, it's a student who seems to work only for the grade. When Frank comes to you complaining of a B on a test, don't be receptive as you role play your discussion with him.

Task B: Role play the same situation. This time feel free to respond differently if Frank's messages inspire you.

ROLE PLAY NO. 3 – JANICE

Task A: Use Irrational Idea No. 3 as you act the part. You are meeting with Hank Presutti, your supervisor, for a progress report. You are very frustrated because you've been given only very simple jobs to do. You think Hank has done it deliberately because you're a woman. Influenced by *Irrational Idea No. 3,* you don't think anything will change, but you want Hank to know you're unhappy.

Task B: Use Rational Idea No. 3 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 3.* You do not feel the situation is hopeless. Take advantage of the opportunity to convince Hank you can handle tougher assignments.

ROLE PLAY NO. 3 – HANK PRESUTTI, SUPERVISOR

Task A: Role play a progress report meeting you hold with Janice. You are not used to women welders. You notice Janice's coworkers don't have much confidence in her. She has done okay on the simple tasks you've given her. But her attitude is very negative. Since she seems so unhappy, you are going to encourage her to change her attitude or quit.

Task B: Role play the same situation. This time feel free to respond differently if Janice's messages inspire you.

ROLE PLAY NO. 4 – GRETCHEN SWAZY

Task A: Use Irrational Idea No. 4 as you act the part. Role play your interview with Mr. Beagley, the carpenters' union instructor. You want to join the apprenticeship program because you think it pays well and you like physical work. Your family is opposed to it, however. Because you hold *Irrational Idea No. 4,* you don't think you have a chance of being chosen. Be sure to communicate how much help you will need because of your background.

Task B: Use Rational Idea No. 4 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 4.* You feel more confident that you have the ability to be a good carpenter. In the interview, be frank about your lack of experience, but stress your assets more.

ROLE PLAY NO. 4 –
MR. BEAGLEY, CARPENTERS' UNION INSTRUCTOR

Task A: Role play an interview with Gretchen Swazy. The only reason you're interviewing women for the apprenticeship program is that the law says you must. Since competition is keen to enter the program, you are looking for candidates who are most likely to complete the program. Be unsympathetic with Gretchen if she doesn't have a lot of drive.

Task B: Role play the same situation. This time feel free to respond differently if Gretchen's messages inspire you.

ROLE PLAY NO. 5 – BILL

Task A: Use Irrational Idea No. 5 as you act the part. Role play a planning session with your classmate, Pete. Because you hold *Irrational Idea No. 5,* you are under a lot of pressure to come up with the day's menu that you think the instructor wants for the diabetic ward. Since Pete is new in class, you feel you can't count on him to help much.

Task B: Use Rational Idea No. 5 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 5.* Don't feel so pressured to look for only one right answer. Sound out Pete more for help.

ROLE PLAY NO. 5 – PETE, THE CLASSMATE

Task A: Role play a planning session with Bill. As you are a diabetic, you think you can contribute a lot of ideas to the day's menu for the diabetic ward. But since you're new, you don't want to make a big issue of your ailment. If Bill wants your ideas, fine. Otherwise you're going to keep quiet. He seems very wrapped up in his work. That makes you a little nervous.

Task B: Role play the same situation. This time feel free to respond differently if Bill's messages inspire you.

ROLE PLAY NO. 6 – HARRY

Task A: Use Irrational Idea No. 6 as you act the part. Role play a conversation with Dennis, a child you are trying to discipline. Because you hold *Irrational Idea No. 6,* you typecast Dennis as a troublemaker who intends to give you nothing but grief. Already he has interrupted you several times and tried to lasso you while playing cowboys and Indians. Let him know that you disapprove and threaten to tell his parents.

Task B: Use Rational Idea No. 6 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 6.* Let Dennis know you like him, but need his cooperation since you have so many children to care for.

ROLE PLAY NO. 6 – DENNIS, A CHILD

Task A: Role play a conversation in which Harry scolds you for misbehaving. You don't get much attention at home from your mother because she holds two jobs. Your dad deserted your family, so you are not sure you can trust Harry either. You don't think he likes you so don't try to please him.

Task B: Role play the same situation. This time feel free to respond differently if Harry's messages inspire you.

ROLE PLAY NO. 7 – PEDRO, THE BUS DRIVER

Task A: Role play an argument with the female flagperson who has stopped you. It is morning rush hour and traffic is heavy. You don't understand why she has stopped your bus when the construction drivers are still so far away from the road. Try to get her to let you pass since you're running late.

Task B: Role play the same situation. This time feel free to respond differently if the flagperson's messages inspire you.

ROLE PLAY NO. 7 – JUANITA

Task A: Use Irrational Idea No. 7 as you act the part. Role play an argument between you and a bus driver you have stopped. You are influenced by *Irrational Idea No. 7.* Usually your father yells directions to you, but today he's home ill. You get very upset when the bus driver lays on his horn. You don't want to make the bus driver or the construction drivers angry.

Task B: Use Rational Idea No. 7 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 7.* Be decisive in dealing with the bus driver.

ROLE PLAY NO. 8 – DIANE RUGBY

Task A: Use Irrational Idea No. 8 as you act the part. Role play a conversation with a recruitment counselor at the local vocational-technical center. You want help in picking a course of study. Because you hold *Irrational Idea No. 8,* you won't be satisfied unless the counselor guarantees a job that won't ever displace you again.

Task B: Use Rational Idea No. 8 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 8.* Be more flexible in your expectations of what the vocational-technical center and the counselor can do for you.

ROLE PLAY NO. 8 – MR. JAMAL, COUNSELOR

Task A: Role play a counseling session with Diane Rugby. You know that the local area is depressed economically, so it's difficult to advise anyone. You make it a policy never to make promises to clients. You believe that they must assume responsibility for career decisions. Therefore, be noncommital if Diana makes unreasonable demands.

Task B: Role play the same situation. This time feel free to respond differently if your client's messages inspire you.

ROLE PLAY NO. 9 – MR. JACOBY, COUNSELOR

Task A: Role play a conference with Mickey. His teacher has complained to you that he's been absent a lot and has made no effort to make up assignments. You fear that he may be trying to drop out of the course rather than take the final. You don't want to be unfair, but you feel he should show some sense of responsibility.

Task B: Role play the same situation. This time feel free to respond differently if your client's messages inspire you.

ROLE PLAY NO. 9 – MICKEY

Task A: Use Irrational Idea No. 9 as you act the part. Role play a conference with your counselor, Mr. Jacoby. You request the conference because you want to drop out of the course. You're afraid of failing the final and think you're too far behind to catch up. You think the counselor can talk the teacher into letting you drop out. You are influenced by *Irrational Idea No. 9.*

Task B: Use Rational Belief No. 9 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 9.* Be open to other options that your counselor may suggest.

ROLE PLAY NO. 10 – NICHOLAS

Task A: Use Irrational Idea No. 10 as you act the part. Role play a conversation with Gertrude, the head nurse, about the missing keys to the medication cabinet. You refuse to take the blame, even though you were the last person to administer medication. In fact you resent the head nurse asking you about it. In your mind, believing *Irrational Idea No. 10,* a patient undoubtedly stole the keys. You think you know who it is, too.

Task B: Use Rational Idea No. 10 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 10.* Be open to other explanations and don't get defensive with Gertrude.

ROLE PLAY NO. 10 – GERTRUDE, THE HEAD NURSE

Task A: Role play a conversation with Nicholas over the missing keys to the medication cabinet. You are losing patience with Nicholas's refusal to admit making mistakes. The patients get upset around him. Nicholas gets so preoccupied with them that you've nearly had bedlam more than once. Consequently, you are looking for a way to fire him.

Task B: Role play the same situation. This time feel free to respond differently if Nicholas's messages show improvement.

ROLE PLAY NO. 11 – DEBBIE

Task A: Use Irrational Idea No. 11 as you act the part. Role play a conversation with Paul as you're going through the cafeteria line. Since you hold *Irrational Idea No. 11,* you feel guilty and upset for Paul. You want to make Paul feel better, even if it means dropping out of the tool and die apprenticeship program.

Task B: Use Rational Idea No. 11 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 11.* Take an interest in Paul's situation, but not at the expense of your own stability.

ROLE PLAY NO. 11 – PAUL

Task A: Role play a conversation with Debbie as you're going through the cafeteria line. You hold her personally responsible for your not making the apprenticeship program. Nothing she can say or do will make you feel better.

Task B: Role play the same situation. This time feel free to respond differently if Debbie's messages inspire you.

ROLE PLAY NO. 12 – DAVE

Task A: Use Irrational Idea No. 12 as you act the part. Helen comes over to where you've already started to work on the car. You let her know in no uncertain terms that she's not wanted. You are influenced in your remarks by believing *Irrational Idea No. 12.*

Task B: Use Rational Idea No. 12 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 12* and are not so self-centered.

ROLE PLAY NO. 12 – HELEN

Task A: You are the first woman student admitted to auto mechanics in your school. It's hard being a pioneer, but you're determined to do well. Your brother taught you a lot about cars, so you have a head start. Don't let Dave put you down.

Task B: Role play the same situation. This time feel free to respond differently if Dave's messages inspire you.

ROLE PLAY NO. 13 – TERESA

Task A: Use Irrational Idea No. 13 as you act the part. Manuel has teased you repeatedly about taking drafting. So when you discover the prank, you immediately suspect him. You angrily confront him and attempt to get revenge. Let him know exactly what you think of him. You are influenced in your remarks by believing *Irrational Idea No. 13.*

Task B: Use Rational Idea No. 13 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 13* and want to play it cool even though you suspect Manuel.

ROLE PLAY NO. 13 – MANUEL

Task A: You tease Teresa because you can't understand why she wants to do men's work. She seems capable, but sometimes gets very emotional (like a woman) when things go wrong. You did not pull the prank, however. In fact you tried to prevent it from happening. So you don't like her accusing you.

Task B: Role play the same situation. This time feel free to respond differently if Teresa's messages inspire you.

ROLE PLAY NO. 14 – LINDA

Task A: Use Irrational Idea No. 14 as you act the part. You think a round face calls for long hair brushed toward the face. George thinks short, curly hair would be better. You think women make better hairdressers than men, and your grades so far are better than George's. Because you hold *Irrational Idea No. 14,* you don't budge an inch on your position.

Task B: Use Rational Idea No. 14 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 14* and want to resolve the deadlock by asking the client what she'd like.

ROLE PLAY NO. 14 – GEORGE

Task A: You have just read about hair designs for round faces, so you're reasonably sure that short, curly hair is the solution. The client is tall, however, so she could handle long hair if brushed away from her face. But Linda is so stubborn in her attitude that you won't meet her halfway.

Task B: Role play the same situation. This time feel free to respond differently if Linda's messages inspire you.

ROLE PLAY NO. 15 – KEN

Task A: Use Irrational Idea No. 15 as you act the part. You are getting fed up with the way the girls in class treat you. They don't seem to appreciate your suggestions and won't tell you assignments when you're absent. You think Molly, your lab partner, is responsible, and you intend to tell her off. You are influenced in your remarks by believing *Irrational Idea No. 15.*

Task B: Use Rational Idea No. 15 as you act the part. Role play the same situation, but assume you hold *Rational Idea No. 15* and want to learn how you can get along better with the girls in class.

ROLE PLAY NO. 15 – MOLLY

Task A: You resent Ken, your lab partner, because he seems lazy and conceited. He has told others how he expects to become a head nurse in no time–just because he's a man. And he's impossible to work with. He orders you around in lab and won't lift a finger to help. So you don't want to have anything to do with him.

Task B: Role play the same situation. This time feel free to respond differently if Ken's messages inspire you.